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secondary education	motivation	political pressure	remedial reading	bilingual child
preschool education	employment	emotional problems	special education	

17. ABSTRACT (MAX. 250 WORDS)

A series of speeches delivered at a seminar on educational innovations for the Spanish-speaking child is presented. Representative speeches are discussed.

The Latin-American in the Southwest is a conglomeration of many cultures and peoples. He composes the newest immigrant and the oldest settler, the haughty Spaniard and the stolid Indian. His loyalty to his country is unquestioned, yet he is often excluded from participation in the larger society. Political pressure is a means to help the Latin-American whose resources can greatly contribute to the society and culture around him.

A preschool program for non-English speaking children came into being as a result of concern about children who entered the first grade without knowledge of English and who consequently developed emotional problems, did poorly throughout school, and became dropouts. To enable non-English speaking students to communicate with teachers upon entering school, a program of 120 hours of instruction was organized; it stressed a 400-basic word vocabulary.

Denver Public Schools have many programs underway to improve educational opportunities for bilingual children without necessitating segregation. The programs emphasize the exceptional child, reading and speaking improvement, summer school, and teacher workshops.

Other topics presented include the Mexican-American student and parent, the teaching of English to Spanish-speaking pupils, dropouts, special bilingual programs, an analysis of data on Spanish-speaking people, and motivation to be stressed in areas of education and employment.

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Mexican-American Seminar

presented by

Careers for Youth

and

The Mexican-American Community
of Phoenix

***

Friday, January 18, 1963

HOTEL WESTWARD HO - PHOENIX, ARIZONA

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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ED002617

EMPLOYMENT SECURITY COMMISSION OF ARIZONA
ARIZONA STATE EMPLOYMENT SERVICE

NUMBER OF WHITE PERSONS OF SPANISH SURNAME LIVING IN ARIZONA, APRIL 1960 BY COUNTIES AND URBAN PLACES OF 10,000 OR MORE

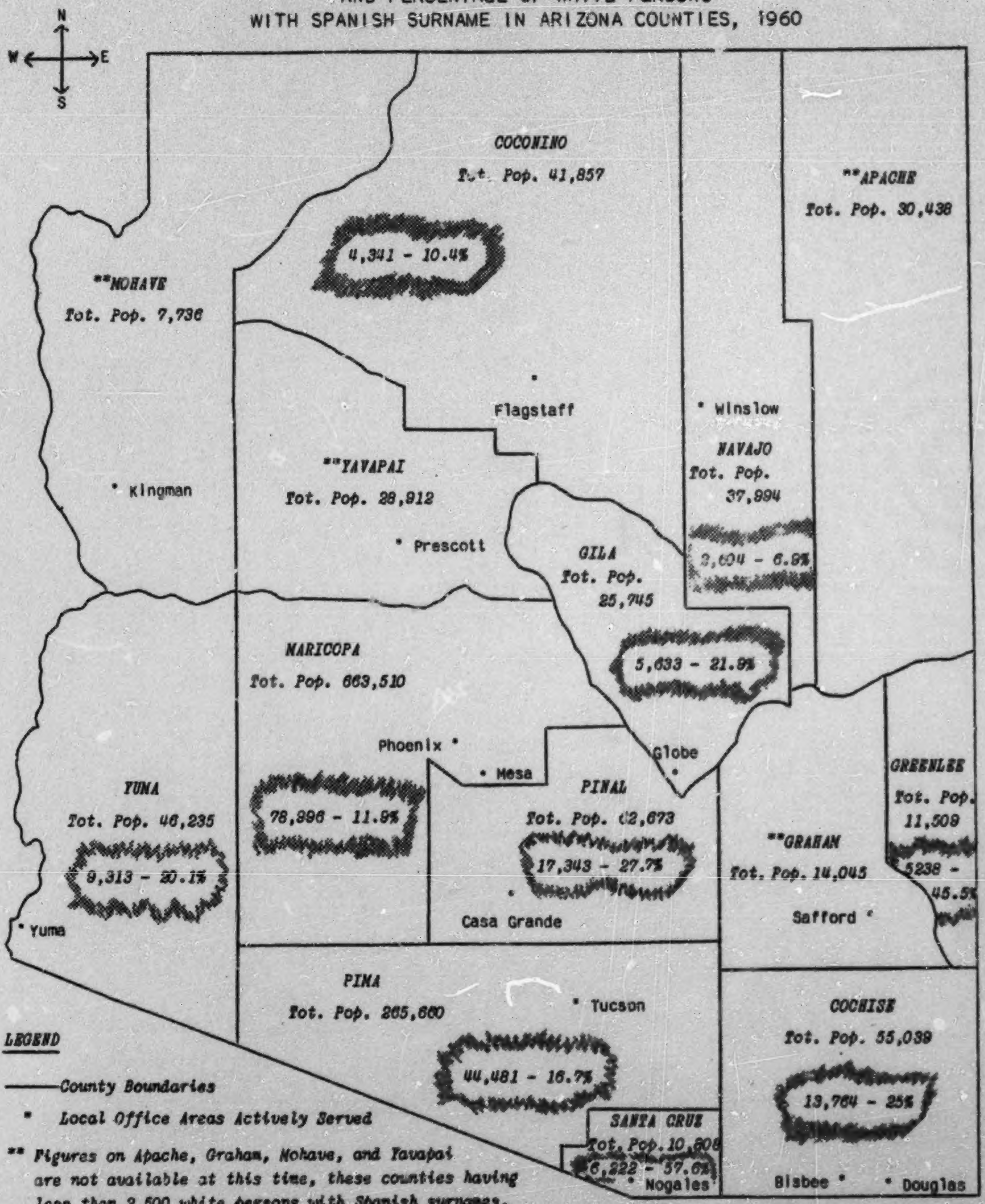
	No. of Persons of Spanish Surname	Total Population	% of Population with Spanish Surname
State	194,356	1,302,161	14.9
Counties			
Apache	*	30,438	
Cochise	13,764	55,039	25.0
Coconino	4,341	41,857	10.4
Gila	5,633	25,745	21.9
Graham	*	14,045	
Greenlee	5,238	11,509	45.5
Maricopa	78,996	663,510	11.9
Mohave	*	7,736	
Navajo	2,604	37,994	6.9
Pima	44,481	265,660	16.7
Pinal	17,343	62,673	27.7
Santa Cruz	6,222	10,808	57.6
Yavapai	*	28,912	
Yuma	9,313	46,235	20.1
Cities			
Douglas	6,652	11,925	55.8
Flagstaff	3,308	18,214	18.2
Glendale	**	15,696	
Mesa	2,773	33,772	8.2
Phoenix	40,241	439,170	9.2
Prescott	**	12,861	
Scottsdale	**	10,026	
Tempe	**	24,897	
Tucson	35,722	212,892	16.8
Yuma	4,522	23,976	18.9

* These counties had less than 2,500 white persons of Spanish surname.
**These cities of 10,000 or more population had less than 2,500 white persons of Spanish surname.

SOURCE: United States Census of Population, 1960
U. S. Department of Commerce
Bureau of Census

EMPLOYMENT SECURITY COMMISSION OF ARIZONA
ARIZONA STATE EMPLOYMENT SERVICE

TOTAL POPULATION AND NUMBER AND PERCENTAGE OF WHITE PERSONS WITH SPANISH SURNAME IN ARIZONA COUNTIES, 1960


N
W
E
S
COCONINO
Tot. Pop. 41,857
4,341 - 10.4%
**APACHE
Tot. Pop. 30,438
**MOHAVE
Tot. Pop. 7,736
Flagstaff
Winslow
NAVAJO
Tot. Pop. 37,994
2,604 - 6.9%
**YAVAPAI
Tot. Pop. 28,912
Kingman
Prescott
GILA
Tot. Pop. 25,745
5,633 - 21.9%
MARICOPA
Tot. Pop. 663,510
Phoenix
Mesa
Globe
78,996 - 11.9%
YUMA
Tot. Pop. 46,235
9,313 - 20.1%
PINAL
Tot. Pop. 62,673
17,343 - 27.7%
Casa Grande
GREENLEE
Tot. Pop. 11,509
5238 - 45.5%
**GRAHAM
Tot. Pop. 14,045
Safford
Yuma
PIMA
Tot. Pop. 265,660
Tucson
44,481 - 16.7%
COCHISE
Tot. Pop. 55,039
13,764 - 25%
SANTA CRUZ
Tot. Pop. 10,808
6,222 - 57.6%
Nogales
Bisbee
Douglas

LEGEND

——— *County Boundaries*

* *Local Office Areas Actively Served*

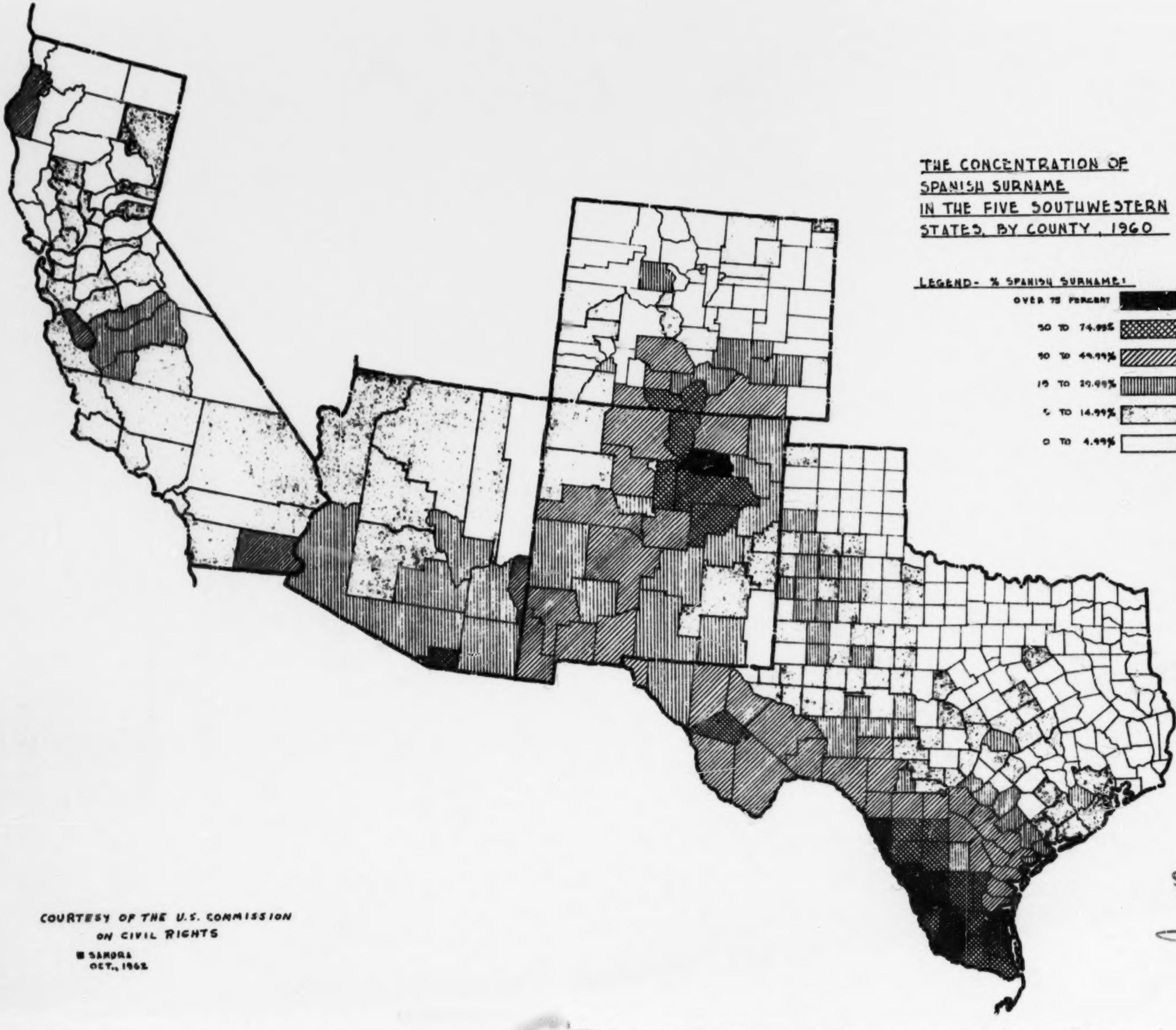
*** Figures on Apache, Graham, Mohave, and Yavapai are not available at this time, these counties having less than 2,500 white persons with Spanish surnames.*

SOURCE: UNITED STATES CENSUS OF POPULATION, 1960
UNITED STATES DEPARTMENT OF COMMERCE,
BUREAU OF CENSUS

Total State Population - 1,302,161

Population of White Persons with Spanish Surnames in Arizona - 194,356

Percent of Population in Arizona - 14.9%


LEGEND- % SPANISH SURNAME:
OVER 75 PERCENT
50 TO 74.99%
30 TO 49.99%
15 TO 29.99%
5 TO 14.99%
0 TO 4.99%

THE CONCENTRATION OF SPANISH SURNAME IN THE FIVE SOUTHWESTERN STATES, BY COUNTY, 1960

COURTESY OF THE U.S. COMMISSION ON CIVIL RIGHTS

J. SAMORA
OCT., 1962

INTRODUCTION

This Mexican-American Seminar on Innovations in Education for the Spanish-speaking child was brought about as a result of the awakening concern in the Mexican-American community of Phoenix for the education of their children. Apparently some areas of the United States have recognized the weaknesses prevalent in our education of the bi-lingual. Other areas of the United States have made valiant efforts to upgrade this education. A few of these worthy programs are reported here. It is the sincere desire of those involved in planning, conducting and financing the seminar that it will be the first of many to acquaint educators throughout the Southwest in the new techniques available for the education of children hampered by their inability to communicate in the English language.

Grace Gil-Olivarez
Suite 623-Security Building
Phoenix, Arizona
258-2146

Produced with the cooperation of the President's Committee on Juvenile Delincuency and Youth Crime.

CONTENTS

Presiding: MISS MARIA URQUIDES - Teacher-Counselor at Pueblo High School, Tucson, Arizona. BA degree at Arizona State University; MA degree at University of Arizona; Graduate work at University of California (Berkeley). Former treasurer and Vice-President of AEA. President of AEA 1960. Formerly was primary teacher and social service worker for 16 years. A member and Chairman of the Arizona State Welfare Board.

THE SEMINAR: Its Background and Purpose

MR. ROBERT B. CHOATE, JR., Founder of Careers For Youth
MRS. GRACE GIL-OLIVAREZ, Director of the Seminar

Topic: "LATIN AMERICA IN THE SOUTHWEST"

DR. GEORGE I. SANCHEZ - Chairman, Department of the History and Philosophy of Education, University of Texas. Elementary and secondary education in Arizona and New Mexico; BA degree at University of New Mexico (Education and Spanish); MS at the University of Texas; Ed. D. University of California (Berkeley). (Professor of the History and Philosophy of Education - Education in Latin America; Professor of Educational Psychology -- Education of Minority Groups. Member of the Graduate Faculty.) Lecturer, Consultant and Director of Research, Author.

Topic: "PRE-SCHOOL EDUCATION PROGRAM FOR NON-ENGLISH SPEAKING CHILDREN"

DR. V. J. KENNEDY - Director, Division of Guidance and Supervision, University of Texas; Director of the Pre-school Program for Non-English Speaking Children, Texas Education Agency. BA degree at Murray State College, Kentucky; MA degree at Southern Methodist University; Ph.D at University of Texas. Formerly taught in the public schools in Tennessee and Kentucky and three years at the University of Omaha. Joined the Staff of the Texas Education Agency in 1952 as Curriculum Consultant and was appointed Director of the Division of Curriculum Development in 1955.

CONTENTS

Topic: "DENVER'S PROGRAM FOR THE BI-LINGUAL CHILD"

MRS. LENA L. ARCHULETA - Coordinator, Department of Library Service, Denver Public Schools. Graduated from Raton High School, Raton, New Mexico; BA University of Denver (Spanish Major); MA University of Denver (Library Science.) Formerly taught at Northern New Mexico Normal, El Rito, New Mexico; Librarian at Kepner Junior High School in Denver; Executive Secretary of the Denver Classroom Teacher's Association.

Welcome: GOVERNOR PAUL FANNIN OF ARIZONA

Topic: "THE MEXICAN-AMERICAN STUDENT AND PARENT IN SAN DIEGO"

MRS. PANDORA J. DONOVAN - Supervisor Adult Education-Americanization; San Diego City Schools. BA degree at Carleton College (French Major); MA degree at Bryn Maur College (Major Political Economy); graduate work at Claremont College and San Diego State College. Formerly taught at Mayville State Teachers College in North Dakota, High School teacher in San Diego and was Counselor for Adult Education in San Diego. She has been in her present position for eleven years as Supervisor of the Program.

Topic: "TEACHING ENGLISH TO SPANISH-SPEAKING PUPILS IN DADE COUNTY PUBLIC SCHOOLS"

DR. PAULINE M. ROJAS - Consultant Bi-Lingual Education, Miami, Florida; received BA at Puerto Rico University, MA at Columbia University, and Ph.D. at University of Michigan, 1945. Presently is advisor on the teaching of English to Cubans in Dade County Public Schools in Florida. Formerly Director of the English Section of the Department of Education in Puerto Rico.

Topic: GUEST SPEAKER, MR. DANIEL SCHREIBER, National Education Association Director of Special Project - School Drop-outs. BA at New York University; MA degree at New York City College; Graduate work at New York University. Formerly coordinator of Higher Horizons program in New York City. Member of the planning committee of the Presiden't Committee on Juvenile Delincuency. Lecturer and author of various magazine articles.

CONTENTS

Topic: "SPECIAL PROGRAM FOR THE BI-LINGUAL CHILD"

MR. RAY LEGER - Director of Instruction, Bernalillo Public Schools, Bernalillo, New Mexico. Received his BA and MA degrees from New Mexico Highlands University; President of the New Mexico Education Association; Member of the NMEA Commission on Teacher Education and Professional Standards. Formerly Teacher-Librarian at North New Mexico Schools; Director of Instruction at New Mexico Boys School at Springer.

Topic: "THE EDUCATION OF THE SPANISH-SPEAKING PEOPLE IN THE SOUTHWEST - AN ANALYSIS OF THE 1960 DATA"

DR. JULIAN SAMORA - Associate Professor of Sociology at Notre Dame University. Received his BA degree at Adams State College of Colorado; Ph.D. at Washington University (St. Louis) in 1953. Prior to coming to Notre Dame University he did assistant teaching or was associate professor at the following schools: Adams State College, Colorado; University of Wisconsin, Washington University, University of New Mexico, University of Colorado and Michigan State University.

BOB CHOATE: Maria, Grace, honored guests. I would like to express our appreciation for your coming here today. One could make quite a few remarks about education in the Southwest, education in Arizona -- but before I make a few brief comments, I would like to mention three things that you should keep in mind. Invitations to today's session have gone to every Arizonian who should be intimately associated with the problems of bi-lingual education; however, even with the 1,200 invitations we sent, we could have sent out another twelve thousand invitations to those people who should be concerned with the problems facing our Mexican-American students in Arizona.

When the Mexican-American community of Phoenix heard of some of the innovations that had been produced in other cities in the United States to better educate Spanish-speaking children, CAREERS FOR YOUTH was approached for the resources to hold a workshop to reveal some of these ideas and innovations to the Arizona scene......this is that workshop. We want it to be not only speakers from outside talking to you, but you talking back; you telling us your thoughts, your ideas, your problems and seeing what these speakers who are here can suggest as remedies.

The Department of Health, Education and Welfare notified us two days ago that they would help us in this workshop by appropriating part of the funds needed for the travel and housing of our guest speakers, and for the publishing of their remarks for distribution to other southwestern and national centers of bi-lingual education.

Mrs. Grace Olivarez has been the organizer, chairman, the cudgel weilder, the lion-tamer who has pulled this meeting together. She has had a great deal of cooperation from the Arizona and Phoenix scholastic and business fields. Upon her shoulders must lie the full credit for holding this meeting. As the lesser of the 2 partners who are sponsoring this workshop, (because it's the Mexican-American community and Careers For Youth), I would like to thank you for coming, you who have traveled far to tell us of that which has been applied in other cities, and also you who have taken time from your chores and your interests to open up your minds to new ideas and new possibilities. This workshop is long overdue. Phoenix is roughly

100 years old. Unlike a New York or a Miami, where the invasion of another language or another culture came with a sudden rush, we here in Arizona have had the bi-lingual, bi-cultural heritage from the start. We in the Southwest are living in the one area in the U. S. that spoke another European language before the pioneers and first settlers came. We are unique in that it is we, the English-speaking citizens, who are the immigrants. We are the Johnny-come-latelys. As you will gather from the speakers today, the problems of educating bi-lingual and bi-cultural children, are not to be dismissed lightly. American public school education today is somewhat like a bowling alley, wherein we have a very limited number of balls to throw in a very short time and in that time American public school education must try to knock down the maximum number of pins. For some time American education was aimed at the center pin and any good bowler will tell you that this will not knock down all the pins -- it will leave the alley pins standing. Only in recent years have ambitious, imaginative educators started to throw the bowling ball wisely to include that student who stands closest to the alley. As you will gather from the speakers here today, the Mexican-American of the southwest does not fare well in his education. That he can do it, if given a chance, is proven by the number of Spanish surnames which adorn honor rolls in our local high schools and elementary schools. That there are thousands of others who do not or cannot attain this type of proficiency and are left by society to their own mode of living can be demonstrated and Dr. Samora will wind up this day's session with some staggering statistics to that effect. We in Arizona are not pleased with these statistics and feel the time has come for frank exploration of new ideas. We who are from the business fraternity are just waking up to the fact that to us also falls the responsibility to improve relationship with the Spanish-speaking child. For that child who does not receive a completely equal opportunity in school today cannot hope to receive equal opportunity in life tomorrow. And equality of opportunity in school demands unequal attention to problems and hurdles. We must recognize people for what they are and not for what we would like them to be. We must recognize that all of us have our assets and our liabilities, our advantages and disadvantages. We all approach issues and obstacles from different viewpoints. The Mexican-American child of today must no longer be thought of as just another student. He must be recognized as a somewhat different being, not inferior but entitled to a fuller understanding of his language and his culture. In my present capacity

as a consultant to the Attorney General of the United States, reporting today to the President on the feasibility of a National Service Corps or a Domestic Peace Corps, as some would call it, we have been given a marvelous 4-month opportunity to view the issues and problems of the United States and of the Southwest. A paradox is apparent. We have 6 million people in the United States who have a strong Spanish-speaking heritage. We have unmet demands with our neighbors to the South for bi-lingual, bi-cultural people. The abundance of the former and the shortage of the latter is the direct challenge to the educational systems of the Southwest. What can we do with this most valuable American heritage? Today's workshop is the first barrage to be fired in a regional interstate examination of just what can be done to improve the educational performance of the Mexican-American -- a most valuable resource. There will be other moves in this direction.

Why does CAREERS FOR YOUTH become involved in something like this? That bowling simile I gave you a few moments ago has been used by Careers in many business circles. It is a true generality -- you know it and I know it. But this type of a simile is starting to awaken the business community that it can no longer complain about those who consume and raise taxes if it is not willing to help them avoid same. The business community is waking up, albeit late, to the fact that comments on unsuccessful citizens who cannot pull their own load mean little when that same business will do little to help the schools do a better job with the children of that citizen. CAREERS FOR YOUTH is a Phoenix example of business, professional and lay people who are willing to do what they can to help the schools. CAREERS FOR YOUTH this year is working with 450 children in the downtown and South Phoenix area -- children who in all probability would not finish high school. CAREERS FOR YOUTH is a private, non-profit organization which works with the schools but is not a part of them. Admittedly weak in places, admittedly naive in its approach, admittedly venturing into the unproven, Careers is trying to motivate children from the outside. To do this Careers has designed a 5-technique operation which exposes this year some 450 children to the outside, wider-horizoned world. Our children are in the 7th through the 11th grade this year. We have added a grade this year, next year we will add the 12th. In Careers are: Emulation, Inspiration, Participation, Education and Stimulation. We form Career Clubs in the schools, both elementary and high, and introduce students in those clubs to people who have been successful in the business or professional world -- those who have reached some height, those who can explain with warmth and humaness how they got there and why somebody else should try. By INSPIRATION, we mean our bus tours that we take 5 to 10 times a year wherein our children can see the inside of factories, hospitals, laboratories, the university, office buildings. They can meet people who are sitting at typewriters or adding machines, or a cashier in a super market. They can meet professors at their laboratory desk at the university. They can meet electronic technicians, fabricating a part in a factory; in short, they can meet on a person-to-person basis, people who can show them why they should try to attain this level of employment. The third part of our technique is PARTICIPATION. We try to show these children from less chance homes -- less chance areas of town, that they, too, can go to the Art Museum, see a play, see a theatre, go to a football game, go to a baseball game. In the transporting of a child to a cultural event, they may absorb more of the majority community culture than that which is at either end of the trip. By EDUCATION, we are starting to wage a war on Arizona's policy of charging high school students for textbooks. We think this is a drastically short-sighted policy and we now grant small scholarships to students so that their bookstore will loan them books for nothing. We think it is only a matter of time before the State of Arizona will have to wake up to the fact that it is incurring more financial obligations by letting students escape from school because they couldn't afford the books than it would have ever cost to buy the books from the beginning. And our last technique, which is STIMULATION, uses well-meaning, understanding, 'simpatico' visitors working with the parents of our students in the home, trying to get them to understand why their child's education is probably the most important thing in the parent's life or in the child's life. And we have had quite a remarkable degree of success working as amateurs in this field. CAREERS, at the same time, has spent 50% of its time trying ti involve non-academic interest in the future of those from less fortunate areas. CAREERS has in the past (and will in the future), tried to catalyze the state, the county, the city, the business and professional world, the homemaker and the retired, into helping schools give unequal treatment to those from less privileged circumstances, unequal enough so that these citizens soon may hope for future equality in life. There is no greater American gesture than helping a person up. And it is upward that CAREERS and the schools today are directing the Mexican-American child. If your city can organize a Career-like effort, let us know how we can help. We are available to any city in the South and in the West. I now would like to introduce the lady who has pulled this entire operation together, upon whom all credit must descend, because she has had very little assistance from CAREERS. She has generated her own assistance from within the Mexican-American community. This is the lady with whom you have corresponded, from whom you've had hectic telephone calls, from whom you've had impossible demands. I give you Mrs. Grace Gil-Olivarez.

GRACE OLIVAREZ: Thank you Bob. Ladies and gentlemen. I want to welcome you on behalf of the Mexican-American community of Phoenix and particularly the clubs that you'll find listed on your program. I thought that perhaps I owed you an apology but I've been to other conventions and there's always a lot of confusion the first day and I wanted our gathering to be just like the others -- filled with confusion. I am not an educator, I don't hold degrees of any kind, but I'm smart enough to know that I'll make a big fool of myself if I try to talk to you for more than 10 minutes when you have brilliant speakers here today to give you real information. So I think I'll just cut out my statements. It seems Mr. Choate must have stolen my notes last night since he said exactly what I was going to tell you today. I'll just stop here rather than take up any more of your precious time giving you the background of the seminar. I'll include it in my final report which you can read when you get a copy of the proceedings of today's session. I would, however, like to take this opportunity, not to thank individuals because I know I'm going to miss someone and hurt that person's feelings, but I do want to thank particularly the educators in Phoenix and in the Tucson area, educators from Los Angeles, from Colorado, New Mexico, Texas and from New York who gave me a great helping hand. They literally took me by the hand, they directed me. They had every opportunity to tell me that I was attempting the impossible, that I was going to fall flat on my face and yet all they did was smooth over the rough spots and pave the way so that we could go ahead. To these people my sincere thanks. I'll stop now and turn the program back to Maria Urquides, because I think we're running about 3 minutes late and for Mexicans, that's very good.

MARIA URQUIDES: It is very hard for me and for Arizonans who have heard me preside before, I know that sometimes I get carried away -- it is going to be awfully hard for me to introduce these people because I could go on and on about them but I know you did come to hear them so I'm sure that you will forgive me and they will forgive me if I do not give them the proper and deserving introduction today because we are short of time, so therefore, I'll just say to you, Dr. Sanchez will give us the keynote address, LATIN AMERICA IN THE SOUTHWEST. Dr. Sanchez.

DR. GEORGE I. SANCHEZ: Thank you Miss Urquides. Ladies and gentlemen. I am delighted to be here. I hope you'll forgive me if I use dark glasses every once in a while. I had a minor accident to one of my eyes and so it is not an affectation that causes me to put on these dark glasses. I am always very pleased to come to Arizona. This is my second home state. I'm native New Mexican and spent my young years, between 1913 and 1922 in Jerome. So I feel quite at home and I am always happy to be invited to Arizona. In the time that we have, it is impossible to develop adequately the topic "Latin America in the Southwest". I want to touch on just a few highlights of the latin American of the Southwest. But before we can appreciate Latin America in the Southwest, it is important that we look into the background of how this came about. You see, the Mexican-American, so-called Latin American in Texas -- my good friend, the late Maury Maverick used to say that a Latin American in Texas was the Mexican who had paid his poll tax; I like to say that a Spanish-American in Southern Colorado and New Mexico is a Mexican who speaks English. Before we can understand our Latin Americans I think we need to go way back to try to learn something about the biological and cultural antecedents of this population. And if we do that, it would take us 4½ months or more. I teach in the University of Texas and in 4½ months, I can't do justice to this topic. So this morning I'll touch here and there on a few points, just as suggestions of the magnificent heritage that we have in this part of the country. We need to go back to Spain, of course, and see the development of that tremendously complex culture, a culture to which the original Iberians, Phoenicians, the Cartheginians, the early Greek, the complex cultures of the Mohamedans, the Romans, the Visigotis, etc. The Spaniard who came to the new world was a tremendously complex person, culturally and in terms of achievement. And he came to the New World, to find, not a cultural vacuum nor a wilderness, he came here and he found a complex of cultures and peoples that defy description...Indians -- wonderful people, of all kinds; some with what we would regard a high degree of civilization, some who were in quotes, primitive -- no primitive is a relative term, with reference to what, but all very interesting people. I wish I had time to develop the topic of the Indian of the Americas, North America particularly. I wish I could tell you about the tremendous civilization of the Mayas in Yucatan and Central America, of the Toltecs and their successors, the Aztecs; of the Olmecs and the tremendously wonderful things they did. A great variety of people. My wife and I have attempted to find out more about the Indians of North America. And we blend with this complexity, the complexity of the Spaniard who was Arab, who was Roman, who was Iberian, who was a multitude of things and we have the Mexican-American. We blend him at different points in time, making, of course, tremendous differences in the development of culture. My friend, Dr. Julian Samora, in one part, I don't know if my former student and friend, Dr. Pauline Rojas, is in the audience as yet, developed in the culture of Puerto Rico, my people the Northern New Mexican, the people of Yucatan, the people of Sonora, Chihuahua, etc., we have a vast variety of cultures, sub-cultures, values, attitudes, so on. In other words, the so-called Mexican-American is not one person, he is many peoples, he is many persons, culturally and in every conceivable way. In the Southwest, of course, as you all know, this Spanish-Mexican, Spanish, whatever that means, in quote, Indians, whatever that means, this Spanish-Mexican came into the Southwest a long time ago. First into my part of the Southwest in Northern New Mexico in 1598, and there developed a culture, there a sub-culture, several sub-cultures as Dr. Samora knows better than I, several sub-cultures that really defy description. Later, he came into Texas and developed a sub-culture there. The ease of communication with Mexico was greater there than was the case with New Mexico. So the Texas-Mexican became -- well, you know, much more like the Mexican in Mexico than the other Spanish-Mexicans in the Southwest. The ease of communication was greater there, even today, there are second, third generation Texas-Mexican families that still have and recognize relatives in Mexico. Spanish-Mexican contribution to the Southwest has been extremely varied. We are not one people and generalizations about the Spanish-Mexican or the Mexican-American are always wrong. You can't generalize about us. While we speak, those of us who are fortunate enough to do so, while we speak Spanish and while we have certain common historical antecedents, we are many peoples -- we're not one people. And any attempts to treat us as one people are in vain, -- politically, educationally, in any way that you would want to think of us. We are tremendously heterogenous. The movement of people from Mexico into the United States that began with the coming of the railroad into the Southwest again brought in a new element in Southwestern culture. They moved from various parts of Mexico, largely from Northern Mexico, to come and work on the railroads and the new industries and crops that were made profitable by the coming of the railroad. And the Southwest was not in a position to assimilate them, if I may use that word which I like... I don't like 'assimilation', I like the word acculturation because I like a give-and-take relationship between cultures where you become Mexicanized and I become gringo-ized, if you want to call it that way. I like the saying that the typical Texan is a Mexicanized gringo. My friends in Texas sometimes take exception to that. This movement of peoples in the latter part of the 19th century did not result in their acculturation. The Southwest was not prepared to do the job, in education, in health or in any other way. And then in the early part of the 20th century there was a tremendous movement. We had a shortage of labor that couldn't be supplied from any part of the world except from Mexico. World War I brought us tremendous numbers of people from Mexico. I remember as a child watching trainloads, cattle cars filled with Mexican peasants -- men, women and children come in to the mining town of Jerome, Arizona. They were lucky. We had two schools in Jerome at that time. They weren't so lucky in other parts of the country. In the stoop labor agricultural operations, for example. We were not prepared to take care of that population that was coming in. So we left them by the board and we had developed to this date, the largest, most disadvantaged, least-sponsored minority group in the United States. The Mexican, or American of Mexican descent is truly in a bad way as I'm sure Julian will tell you later, is in a bad way. We have no great foundations sponsoring the education of our youth. Careers For Youth knows this very well. We have no governmental agencies concerned with the plight of the Mexican-American. The Negro is in much better shape, bad as that is, the Negro is in much better shape, in Texas, in Arizona, in California, wherever there are comparatively Mexican-Americans. So the Mexican-American is an abandoned minority group numbering close to 4 million in the United States. And very little is being done, very little special is being done to relieve his special situation. You and I, of course, are trying every which way to improve his case, whether it be in health, or in education, or in job opportunities or in politics. But it's going to take a great deal more of that. I think that we're going to have to join forces and use the good democratic, perfectly responsible practice of using pressure, political pressure, to get some of these things done. You and I can't do it. We haven't got the money, we do not have the sponsorship of industry or other money interests, it can't be done. But we do have the vote and I think that through political pressure, as you elect a governor, as you elect a president, there is where we can do a job for the Mexican-American. And his heritage, as I have implied, is a tremendously valuable heritage. You see, we in the Southwest, whether you are so called of Anglo-American background or of Mexican-American background, it doesn't make any difference, we have a remarkable heritage. A heritage that is unequaled in the entire United States. A heritage that involves cultures from Europe, involves cultures from the Northern part of Africa, the middle East and even the Far East, involves cultures of the indigent populations that are now the Southwest and Mexico. We have a rich fund of cultural resources there, which if we could make use of those resources, would make us a tremendously sophisticated, modern, progressive people. We have what it takes. All we need to do is provide the structures to capitalize on what we have. Thank you very much.

MARIA URQUIDES: Thank you very much Dr. Sanchez. And now, ladies and gentlemen, from the Texas Education Agency and here to tell us about one of the outstanding innovations in educating bi-lingual children, Dr. V. J. Kennedy.

DR. V. J. KENNEDY: Thank you very much. I must apologize for the fact that we haven't had time to focus our audio-visual equipment before. I thought I was going to be on this afternoon according to the preliminary or tentative schedule and I haven't had a chance to go over the order of transparencies and I do appreciate the assistance that I am getting from your program chairman, Mr. Eugene Marin. I'm indeed honored to be participating in your CAREERS FOR YOUTH program here today and I especially want to thank Mrs. Olivarez and other members of the program committee for this invitation. Visiting Phoenix is always a real pleasure, as Dr. Sanchez has told you and it's especially so this time of year. This is truly a most interesting and I would say, a very timely program. I would like to think that this might set the pattern for some of our major cities in Texas to follow because we could profit from this type of program tremendously. It's always a real pleasure, also, which I might call a fringe benefit for me to be participating on the same program as Dr. Sanchez who is a good friend of mine and a fellow townsman, as most of you are aware. Rather ironic, I think, that we have to come some 1100 miles to Phoenix to see him when actually our offices (his office at the University of Texas campus and mine with the Department of Education) are only a few blocks apart, but that's the way it goes at this time of our lives. I can assure you that he keeps very busy, however, and I guess that's one reason I don't get to see him. He's either in Venezuela or Peru making speeches at other places all over the country and I've been quite busy this year also. In fact, I think I know what the young man who rushed into the train station meant when he threw down a $50.00 bill in the ticket window one day and said to the station agent, "Give me a ticket". "Fine, but where to?" "It doesn't matter a darn, I've got business everywhere". I'm about that way by now and I'm particularly pleased to have business here with you today. I always welcome any opportunity to talk about the pre-school instructional program for non-English speaking children, because in my opinion this is one of the most interesting and I know it has been one of the most rewarding programs we have operated at the State Department of Education since my 10 years of being with that organization. The pre-school program came into being as a result of the concern -- deep concern that was being evidenced by various sources in our state, such as from parents, from school administrators, from teachers that about from 75% to 100% in many cases, of the children coming from homes where English was not spoken had spent at least 2 years getting through the first grade, the first year to learn enough English to communicate with the teacher and the second year then to absorb the content of the course of study. With this concern, we know that this has developed emotional problems in the children, it has led to psychological blocks, then to problems that later lead to dropping out of school. The drop-out problem has also been of very vital concern and I think it is one that is closely related to this matter. With this in mind, several of our local school districts in Texas have developed a preschool program financed from local funds which have been operated with varying degrees of success during the past several years before the State gave State support. Some of these programs had very good success. The better ones were in Corpus Christi and Harlington, MacAllen and one or two other places, El Paso. Then the real emphasis came from the series of little schools established in the Villa Coast area by Mr. Felix Tijerina when he was president of the League of United Latin American Citizens. These little schools of 400 deriving their name from the 400-word basic vocabulary they taught to the children to use and to understand, these schools received well-deserved and wide-spread publicity in such national publications as the Saturday Evening Post. I'm sure some of you saw these articles, the Readers Digest and also in various of our state educational publications. The program undertaken by Mr. Tijerina and supported in part by the Lulac Educational Fund was endorsed by our Commissioner of Education, Dr. J. W. Edgar after which Mr. Tijerina came to Austin, presented a plan to members of the education committee of the 56th Legislature for expanding the program. His plan, which called for state support and the operating program as part of the minimum foundation school program was presented as a House Bill by representatives Malcolm McGregor of El Paso and I am pleased to say that the bill passed without one single opposing vote. The Commissioner of Education was then directed to develop a plan for operating and administering the program which led to the appointment of an advisory committee or rather commission. In our state, a commission is different from a committee because we can pay for a commission and we can't pay for a committee so this was an advisory committee which lead to including some of the people who were from schools that had operated this type of program from local funds; we also included Mr. Tijerina and members of our staff. We developed a plan which was adopted by the State Board of Education which became the basis of our operating policies. I will send copies of these policies to any of you that are interested and would like to have a copy. I was unable to bring enough along but I will be glad to send copies to any of you that would like to have them. The specific objectives defined for the program by law is to provide eligible students with a program of oral English that will enable them to understand and communicate with the teachers when they enter the first grade. Not a word of spelling or writing or reading is taught, simply speaking and understanding English -- oral communication. An eligible child for the program is defined on the basis of two criteria; one is a child who'll reach the age of 6 on or before September of the ensuing school year and who will, at that time, be eligible for initial enrollment in the first grade. That word "initial" enrollment is the key to this one criteria because this does not say that a child may be no more than six, it says that he must be 6 and never have been in school before, but if he is 8 and still hasn't been in school before, he would still be eligible for the program. Second criteria is a child who does not speak and understand the common English language words that are necessary for normal progress in the first grade classrooms of Texas schools. Each participating school is required to develop procedures for determining eligibility in accordance with these policies. Mr. Mireles, who is co-ordinator of this program and the foreign language program in the Corpus Christi school, tells me that the parents in Corpus Christi have been so desirous of having their children participate in this program that they have gone to great lengths to instruct their children to act in these training procedures as though they are unable to speak English, even though many of them know enough English, to not to make them ineligible for this program, so Mr. Mireles and his teachers have gone to some trouble in preparing little tests that will show whether or not they can catch the child off guard by offering him a piece of candy. I'm not truly in accord with this, but anyway the child does place that value. With regards to teacher qualifications, policy stipulates that teachers assigned to this program shall be properly certified as elementary classroom teachers and that they have had experience in teaching children whose first language is not English. Teachers are allocated by the State Department on the basis of one teacher for each 15 eligible children enrolled and an additional teacher for each additional 20 children in average daily attendance. You'll see that based on this formula, during the first year of 1960, we had 130 school districts participating that were approved and this involved 15,805 children and 614 teachers. Then in the following year of 1961, the program had grown slightly and we had then 143 districts participating and the enrollment had increased to 17,301 with 708 teachers. And then last summer we had further expansion to include 154 school districts being approved and then we had 18,844 children and 807 teachers. Policies required that the program be scheduled for a minimum of 40 days and for a maximum of 60 days. Under no conditions would we approve a program that was scheduled for less than 120 hours of actual instruction since we do not believe that objectives of the program can be achieved in less time. Financial support and I say this although some few schools have asked to offer programs for full day, but children that age are usually so young and so restless that we think that a half day program at the beginning is best. Financial support provided by the state to schools operating this program include teachers' salaries computed at one half of the monthly salary for which they are eligible under the state's salary scale plus a $50 monthly operational allotment for each teacher. Under this minimum foundation formula, the cost of the program for the state the first year was $273,394. Or with the state contributing 90-9/10% of total cost and the district participation cost was $27,369 or 9-1/10% of the cost, which the total of was $373,000. The second year, because of the growth, the cost to the State had increased to $314,000 and the cost to the district was $18,000, making a total of $348,197. Last year the cost had increased again because of the enrollment as I pointed out before, $336,277 for the State and the district $35,400, making a total of $371,748. We have been able to show rather conclusively that this program will actually save money for the State and for the local district rather than cost money. This fact, of course, as I might point out is near and dear to the hearts of our members of our legislature, saving money, that is, and it's also near and dear to the hearts of our school administrators, but far more significantly to me in my opinion, is the benefit that derives to the child from participating in the program and improving the attitude towards school and towards further instruction. For example, to show you how this program can save money is fairly easy to prove because we can take the per capita cost per child, which in Texas is $335.00 on the average for educating each child for a year, and when you multiply this by the 18,800 children that you saw a moment ago who participated last year, this makes the cost a little over 5 million dollars to keep these 18,800 children in school for an extra year. Now if you'll compare that 5 million with the total cost of the program for the summer which is only $371,000, why it makes a pretty convincing story, that the program does actually result in any additional cost to the school or the state. We have made a continuous effort to evaluate the program in terms of the success of those children after they reach the first and second grades. One procedure we've used in doing this is to make a comparison of children who have participated in this pre-school program, with those non-English speaking children who have not participated in the program. Of a sample of 16,532 children who participated in the program in 1961 and 1962, that 3,168 or 24% were retained in the first grade for a second year. Twenty-four percent in other words, had to spend two years going through the first grade. 13,364, however, which is 76%, who had gone through the program were promoted to the second grade after one year in the first grade. When we compare this with a sample of 10,817 first grade children who had not participated in the pre-school program, we found that 8,870 or 82% of this group who had not gone through the program had to take first grade for a second year and that only 1,947 passed through the first grade in one year, and this is only 18%....passed through the first grade in one year. These data seem to indicate rather conclusively that the program is successful and that it is possible for a simple 400 or 500 vocabulary of basic English words needed for communication can be taught in a 4 to 6 week bombarded program if the instruction is properly presented and if the environmental conditions are conducive. Now, I might say as an aside, that some of our teachers who have been instructing in this summer program are real masters at getting the children to learn the most in this short period of time. I am thinking of one of my very favorite teachers, one who has impressed me most through the years, Miss Eloisa Cantu from MacAllen, who tells me that every minute the child is there (they run a 3-hour program each day for 40 days), she says, every minute must be a learning experience for the child. The minute she walks in, as she walks in, going to the drinking fountain, to the restroom, playing on the playground, every minute she is talking to the child, the child is repeating and imitating the teacher, in touching or saying -- in fact, one of the prime examples of this was one day I was visiting there, during the course of the program it was a pretty hot day and I don't blame the children for being a little bit mischievious, two of the little boys got into a rather serious altercation, right there in the classroom and in the scuffle, they turned over a chair and disrupted some of the material, and they were clobbering each other pretty well there. In fact, she grabbed both of them and said, "Now listen," she said, "If you two want to fight we must make a learning experience out of this. You're not going to fight, though, in the classroom, we're going out in the playground and we take the rest of the children." So, she grabbed the two little boys and got the rest of the class and went out to the playground and sure enough, they wanted to continue their fight and she got the rest of the class around her and they were battering each other pretty bad and she says to the class, "That is the fist that he's using, this is the nose and that running down his chin, that is blood." Well, I hope all learning experiences are not quite so violent. I just use this as an example of making the most of the time that is available for learning the basic English words and those are basic words, I think you'll agree. In our evaluation process, all first grade teachers who we contacted were unanimous in their opinion; the children who had attended the pre-school program were superior to other non-English speaking children in such items as in their use of the English to express ideas during their first grade experience, express ideas in the class and also in informal discussions outside of class, were superior in their participation in class activities of all types. They were superior in their adjustment to school routine and even more important they were superior, very substantially, in attendance records throughout the year. We have been very gratified with the growth of the pre-school program and I would be remiss indeed if I did not acknowledge the support given to the program by Lulacs. The last transparency that we have, shows that we are now operating in some 79 counties of the state and we were a little bit surprised to find that this being a voluntary program, as you understand, we were a little bit surprised to find that it would cover the Panhandle top part of the state to the extent that it has. We have had some of the very best cooperation from Mr. Tijerina and other members of LULAC organizations in our state. They have appointed an executive director, district supervisors to promote the pre-school program on a state wide basis and I must say, they have been of valuable assistance to me. This performs a service by bringing information about the program and the program's objectives to parents of non-English speaking children, and this provided a communication that we did not have in the State Department through any other source. This promotional and informational campaign contributed very significantly to the steady growth of the program during its first three years of operation. One of our main impediments to the progress of the program in getting as many children as we want, has been the fact that the law that was passed did not provide for transporting these children to the school. In other words, there was no transportation clause attached and children had to come to school by their own initiative or by their parents bringing them. We hope that as a result of the report that I have prepared for the legislature, the State Board will present to the legislature this session, that we will be able to attach a clause making it possible for transportation to be provided so that all of the eligible children will be included. We estimate on the best source we have, that we are reaching only about 70% of the eligible children and as you know, 30% that need the program constitute quite a sizeable number and we will not be satisfied until we are reaching all the children who'll profit by this type of instruction and who we feel need the instruction and who wish to participate. In closing, I should like to say again that I always like to have an opportunity of discussing this program and I will be looking forward to answering any questions later in our seminar that you may have with you. I have brought about 50 copies of the report that I have just referred to and I'll put these on the table outside so that any of you who would be interested in receiving a copy can obtain one. I thank you very much.

MARIA URQUIDES: Thank you very much, Dr. Kennedy. We, too, are looking forward to the question and answer period of our seminar. Denver, Colorado has sent us not only a well-informed person to represent them at this seminar, but also a very attractive representative who plans to spend her whole week-end in the Valley of the Sun. Ladies and gentlemen, Mrs. Lena Archuleta of Denver.

WHAT THE DENVER PUBLIC SCHOOLS ARE DOING TO PROVIDE EQUALITY OF EDUCATIONAL OPPORTUNITY FOR ALL CHILDREN

My remarks this morning will be centered around the general topic of the efforts the Denver Public Schools are making to provide equality of educational opportunity for all children. While Denver does not have programs tailored specifically for children of the Spanish-speaking community, or the Negro, or the American Indian, there are many programs which are aimed at raising the academic achievement of these children.

Before I delve into this area further, it may be helpful if I tell you a little about Denver's Spanish-speaking community. In a recent report done for the Office of Institutions, it is pointed out that Denver has 47,000 persons who would fall into the group which we term "Spanish-speaking."

Ninety percent of these people were originally from New Mexico or southern Colorado. Only ten percent were from Mexico. This is of course the explanation of the use of the term "Spanish-speaking" rather than "Mexican-American." It is my understanding that the picture is reversed in states such as California and Texas, and probably Arizona, where the great majority were originally from Mexico. For the reason stated above and other factors, the Denver schools have not found, in recent years at least, that the language barrier is a serious one. We do find, however, that our children of the Spanish-speaking community have problems which arise when one lives in what is for them a bi-cultural society -- folk culture versus "Denver" culture, old versus new, and rural versus urban. These children also have problems due to economic limitations. Denver's leaders in the Spanish-speaking community have never asked or even suggested that separate or segregated programs of instruction be offered their children because they feel that this kind of treatment is not needed. In other words, a large group of citizens from the Spanish-speaking community feel very much at home in Denver's predominately Anglo society. They are completely acculturated. It has been a general impression of the Denver Public Schools that people of the Spanish-speaking community as well as other minority groups do not wish to be singled out in any way. For this reason no records are kept of numbers of Spanish-speaking teachers employed, numbers of Spanish-speaking students in school, numbers of Spanish-speaking drop-outs, etc. It is for this same reason, as well as no apparent evidence of need, that the Denver Public Schools have not initiated specific programs for the Spanish-speaking. This does not mean, however, that we are not cognizant of the fact that school board members, teachers, principals, and all school personnel must be kept sensitive to the hopes and aspirations as well as the needs and problems of our cultural minorities. We recognize that in addition to this we must modify our thinking and our teaching so as to more realistically adhere to the philosophy of the Denver Public Schools, that being, taking each child "from where he is as far as he can go." We are often reminded as teachers that sometimes our work is twice as difficult because we are trying to "take a kid from where he ain't to where he don't want to go." Creativity in teaching and new ways of motivating youngsters to learn are recognized as keys to raising the level of academic achievement among our Denver underachievers and reluctant learners no matter what ethnic group they represent. This point is of course recognized nationally, but there is more to it than that, and Denver is aware of it.

How to effectively meet the needs of the Spanish-speaking student, the Negro, and more recently the American Indian student has been a concern of the Denver Public Schools for some time. Almost fifteen years ago the Denver area Welfare Council undertook a study of the Spanish-named people in Denver with a view to determining major problems and making recommendations for their solutions. The study revealed that the Spanish-named people comprised Denver's largest minority group and was the one with the lowest level of employment, housing, and income. Although comprising only one-tenth of the city's population, Spanish-named persons made up one-fourth of the city's social service case load. Drop-outs from school, lack of Spanish leadership in the community, and problems due to "incomplete assimilation into the competitive city life" were listed as principal causes. This study clearly showed that there was need for a community effort to help the Spanish-named people have a larger share in the life of the community of Denver. About this same time, the Mayor's Commission on Human Relations was established. In 1953, the City-Schools Project was initiated with objectives aimed specifically at the problems pointed out in the Welfare Council study. The Project was jointly financed by the City of Denver and the Denver Public Schools. The specific objectives were two: (1) To guide and help families through organizations and informal groups to do more to solve their own problems, and (2) To provide consultation services to city and school personnel to increase understanding of cultural and social factors involved in the communities concerned and to increase skills in inter-group cooperation. During the nine years in which the City-Schools Project was in effect, several innovations were launched. Among these was the Evening Study Hall in four Public Housing Projects. These study halls were sponsored and financed by the Mayor's Committee on Human Relations and interested church groups. Another of City-Schools Project innovations were the Cultural Workshops on the Spanish-speaking community which were co-sponsored with universities in the area and which drew together people from schools, agencies, and institutions to learn more about how to work with our people and, moreover, how to coordinate their efforts. The consultant employed for the City-Schools Project also worked with the Spanish-speaking community in an operation bootstraps program which aimed at building up organizations such as the American GI Forum, the Latin American Educational Foundation, The United Latin Americans Organization, the Colorado Federation of Latin American Groups, the Denver Luncheon Club, and more recently the Federation of Spanish-Speaking College Students and High School Students. Of all the areas in which the consultant of the City-Schools Project worked, the one which the Spanish-speaking community as well as the city in general considers the most effective was the promoting of the Latin American Educational Foundation. The Foundation began in 1949 and is a non-profit organization which seeks to encourage and assist young people of the Spanish-speaking community in Colorado to continue their education. LAEF as we affectionately call the organization raises money for grants and loans by soliciting outright gifts from individual citizens as well as other foundations and business firms. It is a general policy that all money contributed be used for the scholarships and that operating expenses should be met by fund-raising activities such as dinners, dances, and other benefits. The Scholarship Committee of the Foundation not only gives advice to young people on their educational needs, but also informs young people of other foundations and sources of funds to complete their college work. The LAEF has enjoyed some very good years recently. Those of us working with it have noted a lag during the last eight months not in the demands for help, but in the enthusiasm of the Spanish-speaking community in supporting it. Being a natural born optimist, I feel that this is a sign that new approaches are needed and new effort made. Several copies of the annual report of the Latin American Educational Foundation are available for your use.

During the same ten year period that the City-Schools Project was in operation, the Denver Public Schools were building up an instructional program from within which would help raise the academic achievement of all students, but with special emphasis on the exceptional child, the academically talented and the less able. During the last two years, the programs of instruction have broadened even further and now for example each high school includes a regular program, a developmental program, and an advanced placement program with much flexibility to allow students to be placed as nearly as possible in the classroom best fitted for them. In other words, it is common to find a child in a modified class for one subject, and regular class for another subject. Advanced placement classes are included in all high schools regardless of area of the city. In any school where as few as seven children express an interest in an advanced course, the class is started if at all possible.

During recent years too a three-pronged k-12 guidance and counseling program has been put into operation in the system which includes educational, vocational, and personal and social guidance. The emphasis on counseling in secondary schools is not new, but Denver's high school counseling program may be of interest to you. Every high school has a full time College Counselor and a full time Education-Career Counselor for the non-college bound. Recently, a new type of counselor was added to three schools in the lower socio-economic areas, that being, a Career-Program Counselor who helps the student plan a program in which he attends regular high school classes to fit his needs for half a day and Opportunity School (Denver's vocational school) for half a day. I learned just recently that this third counseling service will be added to all the high schools next year not only because it has been so effective in the three high schools but because all high schools have expressed a need for this type of service regardless of area of the city.

The most exciting programs being carried on, in my opinion, are the ones centered around reading improvement in the Denver Schools. Denver, along with schools over the nation, has long known the importance of the child's mastering the skill of reading, but like other communities is still searching for answers to such questions as: Why Johnny did not learn to read? How to teach reading most effectively? When to start teaching reading? and How to get children to read more and better books? With the aid of a special grant, the Denver Public Schools have launched a beginning reading program in which reading is introduced to some children in kindergarten. With the help of television to instruct parents of beginning readers and new techniques, the Denver Program for beginning readers is sailing along in its second year. Many of us are eagerly awaiting the results to be made known, but early evaluations seem to indicate that reading can be taught earlier.

Equally important as the beginning reading program is the pilot project carried on in ten schools to determine the best method of teaching reading. Last year's study showed that the Hay-Wingo method was better than other methods for teaching reading to children in schools with a large percentage of children of minority groups.

A new k-12 reading guide is now in preparation which aims to further Denver's goal in promoting the love of reading, the habit of reading, and the skill of reading.

Being aware of the importance of reading during the summer months, the Denver Public Schools have for many years cooperated with the Denver Public Library in an extensive summer reading program. This summer added emphasis was placed in this program by the creation of four school reading centers. A special effort was made to establish the centers in a variety of neighborhoods. The centers were staffed with teachers, a librarian, a psychologist, and a public librarian who served on a consultation basis when not at her station in a branch library. The reading centers had a two-track program, one taking place in the classroom and being primarily remedial reading in nature, the other in the library where the program was aimed at stimulating the reluctant reader. Students for these programs were recommended by their teachers with parent consent, and more than that, with a promise from parents that they would help their children complete the program. Teachers and librarians working with this program were very enthusiastic even though they said they had never worked so hard in their lives.

There are other areas of the Denver Public Schools program of instruction that I could talk about if there were time, but I did want to say in passing for the benefit of arts, crafts, and shop teachers that all children who are having trouble academically or socially are not automatically rescheduled into arts, crafts, and shop classes. These classes have their rightful place in the curriculum and should have never been a dumping ground for non-readers and non-conformists. They should instead be laboratories for creative minds.

In the spring of 1962, several important things happened in the Denver Public Schools. A new office was opened and a director appointed for community relations. The creation of the Office of Community Relations indicates that the Denver Schools are interested in devoting even more time and effort to the education of the children of all minority groups. This office will assume some of the responsibilities heretofore assigned to the City-Schools Project among which will be the cultural workshops for teachers. Preliminary plans indicate that the workshops will probably be multi-cultural in scope. Miss Mildred Biddick, an educator well known for her interest in the area of human relations, was appointed director. Among other duties, Miss Biddick will help direct the work of the newly formed study committee on equality of educational opportunity. This committee was formed by action of the schools board, and has been charged to study and report on the present status of equality of educational opportunity in the Denver Public Schools, with attention to racial and ethnic factors, in the following specific areas: curriculum, instruction, and guidance; pupils and personnel; buildings, equipment, libraries, and supplies; administration and organization; and school-community relations. The committee has been asked to submit a preliminary report no later than June 1963 and final report and recommendations no later than July 1, 1964. The committee is made up of lay representatives from the eight high school districts (three of these appointed are from the Spanish-speaking community); six professional staff members of the schools; members of the Board and the Superintendent serve ex-officio and without vote. The citizens of Denver have always been interested and active members of the school community. When even a small group made a plea for such a committee to be appointed and a study made, the Board consented. In effect, we will know within the next year and one-half how Denver measures up on the subject of equality of educational opportunity.

This fall the Denver Schools launched still another pilot project, this one entitled "Pilot Project on Equality of Educational Opportunity for Disadvantaged Children." This program is now under way in four elementary schools, two junior high schools, and one high school. The elementary program is centered around improving skills in reading and speaking. The emphasis on reading is obvious. Many educators have known for a long time that failure to learn to read often spells failure in school. For the pilot project, master teachers, who also serve well as role models, have been selected; class size has been reduced markedly; appropriate materials have been purchased; increased time has been allotted for the teaching of reading and speaking skills; and parents will be even more closely involved than ever before. In the very near future the second phase of the program will be initiated. A lay citizen will be appointed to serve as a liaison between home and school and will further elicit support for the program. This pilot project is being financed partly through an NDEA appropriation. In the elementary school pilot project, re-inforced reading programs are being carried on in second grade or first grade. Two teachers are assigned to a room instead of the usual one. Two and one-half hours per day are devoted to the language arts. The interesting part of this program to me is the fact that in the pilot project in elementary schools the grouping is heterogenous. The teachers have therefore five to six reading groups. The teachers are however very enthusiastic about this grouping. They say that, given enough time to spend on reading, heterogenous grouping is healthy and stimulating. The features of the program are much individual work, working with small groups, and "lots of activity", as one teacher describes it. To reinforce the during-school time for reading, there is also an after school or an evening program in the school library of about forty-five minutes in which the children browse, study independently, or receive individual help from the teachers in reading. The teachers report that attendance in the project classes has improved because the students actually relish the program. The teachers involved say they have never worked so hard because the type of teaching must be more creative than anything they have ever done before. Their goal is to "get each child up to grade level or above in reading." A great deal has been done in Denver to help teachers determine more accurately the reading level of each child. They have been using the Allyn and Bacon "Reading Inventory" and plan to test the children at least five times during the year. A teacher told me that they are working on their own reading inventory which they feel will be even more accurate.

In the junior high schools, the pilot project is also centered around reading. Team teaching with two master teachers assigned to each seventh grade class involved is the approach. The classes in junior high schools are homogeneous with the project involving only students of 7th grade reading at about fourth grade level. They describe their teaching of reading as having a very strong phonics approach and one that is highly personalized. The use of high interest, low vocabulary materials is important, they explained. As is true in the elementary project, much time is given to oral expression and an after school voluntary activity period in the library is also included. In junior high school, while they do encourage browsing and extended reading in the after school activity, they find that the children at that hour of the day prefer to do things which require more activity such as performing science experiments, working with puppets, models, or individual viewing of filmstrips. The teachers working on the project in junior high school and high school express enthusiasm in the fact that some of the children are finally facing reality about their reading problems. Some are actually practicing reading at home. This activity should increase when there is more follow-up through the liaison person assigned. None of the teachers has reported that language is the chief stumbling block in failure to read up to grade level. They describe it instead as a lack of motivation at home and the fact that they do not seem "compelled to do the job." Several children told their teacher that they should have never been able to "get by" in school. Actually, the secondary teachers know that they will not meet with the success that those working in the elementary schools with second graders will have, but they hope they will find new ways of working with secondary people and will learn something about them which will change this picture markedly some day. They have found already, however that attendance is improving and attitude changing. They hope that drop-outs decrease and that at the end of the year when IQ tests are given the improvement they have made in reading will give a more accurate IQ score.

Before winding up my remarks, I would like to mention one more service to disadvantaged children co-sponsored by the Denver Public Schools, the State Employment Service, and the Rotary Club of Denver. It is called Denver Boys Inc. Denver Boys Inc. has helped boys from the ages of 7-17 by offering the following services: education and employment counseling, job placement, medical and financial assistance, encouragement and guidance. Referrals are made by school social workers, school principals, mothers, and in a few cases the boys themselves ask for help. Each boy is assigned a big brother who is a Rotarian. Denver Boys Inc. has been especially effective with drop-outs.

I would like to mention a few things about Colorado in general and the concern of the state in helping improve the lot of the disadvantaged. Last year, the Colorado legislature passed a fair housing law which is probably one of the most progressive in the nation. A Migrant Children's Education Act appropriated $99,000 last year.

In Alamosa, Colorado, a Ford Foundation grant is making possible a comprehensive study on the education of migrant children in the hope that Adams State College in Alamosa will become a training center for teachers of migrant children. While Denver does not have a large number of children who would fall in this category, they will probably eventually move to Denver.

The state legislature this year will have to make an important decision as far as what kind of facility if any at all for post high school education is to be established in the Denver metropolitan area. A recent study pointed out that fewer students in the area are going to state supported colleges than their rural counterparts. It also showed that by 1970 about 15,000 young people (high school age) will be from low-income families and will live in the Denver metropolitan area. The study also made an educated guess that 50% of the drop-outs in the metropolitan area will be of the Spanish-speaking community.

The last few remarks may indicate that the picture is dim and that little progress has been made in the areas of extending opportunities in education. I do not think that this is true. I believe that progress along these lines has probably not been able to keep pace with the increasing numbers of people moving into the urban areas, chiefly Denver. It is certainly evident that not only the Denver Public Schools but the many school districts in the five-county metropolitan area have a challenge to meet. I frankly am looking forward to helping meet this challenge.

MARIA URQUIDES: Thank you so much Lena. Ladies and gentlemen, as you can tell by your program, we had expected our governor to welcome you at the beginning of the seminar; however, his daughter was taken into surgery this morning and he was unable to get here for the opening ceremonies. When his office informed us of this emergency we secretly hoped that he would stay by his daughter's bedside but I see that he has arrived. May I present Governor Paul Fannin.

GOVERNOR FANNIN: Thank you very much. My apologies for this interruption. I have had the privilege of working with Bob Choate and to meet with him through the time that he has been struggling, we might say, to create the great interest that now seems to be very evident. I am impressed very much with the enthusiasm that I have heard expressed here this morning. It gives me a great deal of pleasure to come before you, not only to bring you greetings but commendations from all the people of our state, for this excellent work that you are doing. I know that you have a wealth of background and experience in the people that are going to talk to you and have talked to you already, educators from our neighboring state of California, New Mexico and Colorado and Arizona teachers and others that are with you -- people that have a great interest in the project underway. In looking at the list of topics to be discussed on your program, I am deeply impressed by the concentration being brought to bear in an area that has long needed greater attention in our state. I've had the privilege of working with our great neighbors south of the border, and they too, are vitally interested in what is happening in our state. I know that some of the programs that you will inaugurate will be of far great interest to them in the future. The language problem of many of our Mexican-American children is being approached in various ways in the different school districts of our state but certainly additional effort and new ideas are needed to make greater improvement. The parallel problem of employment for these young people when they leave school is in, some respects, even more serious than their language problem and each one has effect on the other. I read in statistics that there are probably a million of our youngsters throughout the United States that have left school that are unemployed. And this is something to be concerned about and in your area programming, great assistance can be brought to that problem. We are particularly concerned at this time in the State of Arizona, and I am sure this is just as true in other states, about the need in getting young people interested in preparing themselves for useful employment with the great changes that are coming about throughout our country and throughout the world. It is even more necessary than ever before. Too many of our students in school fail to realize that in their opportunity and their potential accomplishments, they lack confidence. The major reason for this seems to be their lack of motivation...a lack of sufficient ambition in achieving their potential. You'll be interested, I am sure, in one effort we are making in Arizona to provide motivation. There are many others, of course, and yours is one of the very important ones. But one of the most outstanding in regards to what Careers For Youth is doing with the promising but less-privileged children in Phoenix and this area, is that they, of course, are very,

very proud of their work, will have a beneficial zest and impact in the lives of a great many young people who would otherwise never realize their opportunities and their potential accomplishments. The effort being made in Arizona to provide motivation in addition to the regular work of the school, is to bring business men and educators together in a cooperative program directing young people towards the opportunities of business and industry in private enterprise. And in organized functions, it is presently being carried on as you know by the Phoenix Business Education Committee, but we hope to expand perhaps to an Arizona Science, Engineer, Commerce, Industry and Education Council on a state-wide basis. We feel its very imperative that it be on a state-wide basis. Southern California has developed a highly successful program of this kind -- the Southern California Industry Education Council, headed by Admiral Charles F. Horn, Jr., President of General Dynamics. It stimulates and encourages industry education programs, studies and recommends the feasibility of various types of projects which would benefit school districts such as regional workshops and science advisory committees. It assists in planning and sponsoring education conferences and motivates children to keep growing mentally. It is based on the realization that industry has a vital stake in the education of youth, not only for the general welfare but for the specific welfare of the companies in all fields who employ educated manpower. The Southern California Council has a broad board of directors, a board of directors that covers many industries, representing 60 different groups -- 60 members and almost all of them are from different groups. They represent a major segment of business, industry and education of Southern California. They sponsor a number of science centers, a Career Guidance Center and a National Pilot Project in which during a 10-day period recently, 45,000 students were able to discuss job requirements and opportunities with hundreds of employers and persons actually working in these occupations. Admiral Horn's philosophy is the way to motivate children is to place them in direct contact with a motivated adult. This, of course, is what Careers For Youth is doing in Phoenix, this is what we hope to do in a state-wide basis in Arizona and they've been doing it in Southern California. In your discussion of the problems facing Mexican-American children both in language and employment, this, I believe, is valuable and is a thought to keep in mind. They need to be motivated in the right direction, and the way to do this is to bring them in contact, as I stated, with a motivated adult who will assist in this endeavor. Certainly each of you here today, a motivated adult, wouldn't be here if you weren't and you are in that classification. What we are all discussing is quality in children and it takes quality in adults to motivate that quality in our children. Now I think we can take a good lesson from the manufacturing industry in what we mean in the word 'quality'. They, as you know, have a quality control department. The national organization is known as the Quality Control Engineers of America and they have regional organizations. I've had the good pleasure of talking at one of their regional meetings in Seattle, Washington just a short time ago and also at one of their regional meetings here in Phoenix about a year-and-a-half ago. When I asked them what they meant by quality control they said that this had been brought about by the technological developments in science and in research and the great need in the space age for quality. They added that "by quality control we mean reaching for perfection". Now, if we will just realize that we do not reach perfection but we can reach for it, we can understand what they intend to do. They said, if you are reaching for perfection you are always doing better. If we will realize that in our every endeavor, we can do better, we have the opportunity to always do better. If we can motivate our children to read for perfection, in other words, to do the very best that they are capable of doing, we will have accomplished, to a certain extent, our objectives. And that is what they are doing in business and industry -- they are reaching for perfection and in so doing, they are accomplishing a great deal more towards realizing their goal. Certainly I hope that your experience in this conference will make you even more successful in accomplishing your goal of motivating the children who come in contact with you and, of course, we're expressly talking about the Mexican-American children who need an extra effort on our part in order to make an extra effort on their part. I commend you all very, very much -- all of you that are taking this great interest in this very, very worthwhile program and I wish you the very best. I know you will have productive sessions and great benefits will accrue. Thank you kindly.

THE MEXICAN-AMERICAN STUDENT AND PARENT IN SAN DIEGO

By: Pandora J. Donovan

Ladies and Gentlemen:

It's a great honor to be invited to speak before this group. In the short time at my disposal, I propose to briefly outline the scope, philosophy, and areas of study in adult education in San Diego. I will outline the Americanization program more fully to tell you something of how various organizations help us to integrate the foreign born into the community and finally, what we do to help the language handicapped high school student.

Adult Education is an integral part of the San Diego public school system. There are three divisions of public school education - elementary, secondary, and post high which includes junior college and adult education. There is an assistant superintendent in charge of each division. All segments are financed approximately equally - roughly 50% from the State of California on an A.D.A. basis, and 50% from local sources. Adult education classes are free except for nominal fees in the fine arts, industrial arts and some home economics courses. There are 6 adult high schools, including a full fledged day high school.

I don't think I need dwell on the importance of adult education in the modern world. Our philosophy is that it is for everyone, that no one can effectively go through life in these changing times on what knowledge and skills he can acquire in the normal school years. Adult education is important to the individual, economically and culturally, to the community, and to the children.

It is very difficult to elevate the children above the home environment and the level of the parents. We believe that one can help the children materially by starting with the parent. Hence, we have classes in Parent Education, Clothing, Nutrition, as well as the academic subjects necessary for a high school diploma or eighth grade certificate. These include Russian, French, German, Spanish, and English as well as U.S. History and Government, Physics, Chemistry, and Mathematics. There are in addition, classes in Law for the Layman, Real Estate Law, Investments, and the whole gamut of business subjects.

Last year 1004 adults, i.e. people over 18 years of age, received their high school diplomas. In other words, one person in six who received a diploma was an adult. To a degree adult education is San Diego's answer to the school drop-out problem. About 35% of our graduates go on to college, and I am happy to report that a number have been on the honor roll at State College.

The Americanization program includes our classes in English and Citizenship for the foreign born. It is a state mandated program with materials furnished. Each year between 2500 and 3000 students attend. They come from 75 to 80 countries with roughly half from Mexico. There are currently seventy-seven classes meeting in 19 day-and-evening centers over the entire city with 55 to 60 part time teachers. Each center has an Americanization counselor who is responsible for the placement of the student in the proper class, the allocation of books, and the planning of school functions.

Each new arrival in the city receives a letter from me inviting them to attend an English class and a citywide schedule. All classes are taught entirely in English with the audio-lingual approach. We use objects, pictures, role-playing, tapes, records, and books in all centers and the language laboratory wherever possible. The classes are graded from orientation to advanced and the class size is kept to a reasonable number. When it approaches 24, we arrange to divide it. Each grade level has a course-of-study outline, but the lesson plan is the responsibility of the teacher.

Courses in methodology for the teachers are presented through the University of California extension and periodic workshops and in-service meetings are conducted by the supervisor on a grade level basis or on a school basis.

Students receive Certificates of Progress twice a year which are, in effect, attendance certificates at recognition exercises. When a student has passed the California achievement test at the 8th grade level, the Nelson Silent Reading Test, and a standardized Test of Aural Comprehension, he receives either an 8th grade certificate or certificate of proficiency in English.

Although half the members of the English-to-Foreign-Born classes are Mexicans, they comprise not more than 20 to 25%

of the Citizenship classes. No one can enter these classes in American history and government unless he has fairly good reading knowledge of English as well as some fluency in speech. In addition to the class work these students go on field trips, attend a meeting of the City Council, and a citywide forum on political parties where two speakers selected by the County Democratic Committee and the County Republican Committee talk on the philosophy and issues of their party. Each naturalization class is tendered a reception by a community group who also furnish a speaker for the occasion.

Other groups work continuously with the Americanization Department. The Y.W.C.A. has co-sponsored a once monthly community program and social hour for the foreign born which has appealed especially to the younger people. Each month a policeman, fireman, someone from the zoo, etc., speaks to the group regarding his work.

The Pan American League grants annually from 3 to 6 scholarships covering tuition and/or transportation for worthwhile students from Tijuana who, because they live outside the country, must pay a high hourly fee. Some of the recipients of our scholarships have finished high school and returned to Mexico where they have pursued further studies in social welfare and teaching.

The League of Women Voters have furnished us with excellent material on state and local government which has been particularly helpful to citizenship students. The Daughters of the American Revolution and the American Association of University Women, among other groups, have from time to time tendered receptions and teas for groups of foreign born students.

I have through the years presented a panel of foreign born students, usually one from Europe, one from Latin America and one from Asia, who have spoken before countless community groups including service clubs, women's clubs, and church groups. This has been a means of informing many San Diegans about the foreign born in the community and interesting them in their potentialities.

One of the great problems we face in the Americanization program is that of motivation. For many reasons, no doubt, the

Mexican-American is less regular in his class attendance and more inclined to drop out of class before he has mastered enough English for his vocational purposes than are most other segments of the foreign born population. In order to make it possible to do more promotion work among the minority groups, the Adult Education Department has received a Rosenberg Foundation Grant for $37,000 which will enable the department to hire an individual for three years to work with these people. The coordinator will work with individuals, families, and community groups including churches, service groups, PTA, etc., in creating a healthy attitude toward personal improvement. He will endeavor to create interest among the adults in the community in raising their own educational level through adult education and other instructional offerings of other appropriate agencies.

Another community agency called the Manpower Opportunity Committee of San Diego is also endeavoring to acquaint San Diegans and minority groups in particular of the educational opportunities in the city. This committee is comprised of representatives of the San Diego County Central Labor Council, the County Adult Administrators' Association, the Urban League, the County Department of Public Welfare, the Community Welfare Council, Senior Activities Incorporated, the Chamber of Commerce Educational Committee, the San Diego Junior Chamber of Commerce, the San Diego City Schools Post High Division, the California State Vocational Rehabilitation Service, the Young Women's Christian Association, and the California State Department of Employment. This group is engaged in taking action to inform all segments of the population of the opportunities appropriate to each individual's needs including basic elementary skill subjects, high school level and junior college level work, and vocational subjects.

As a direct result of the work of this committee, a class in Vocational Guidance for Women on the Aid to Needy Children Program has been established. Over 50% of the women in this group are from the minority groups including many Mexican-Americans. Of the group that took the classes between May 1961 and October 1962, 62% are now off the Aid to Needy Children Program and have either found employment or are taking classes in the vocational school. A class in Parent Education is now being set up for them.

Now let us pass to the program for the language handicapped teen-ager. As of September 1962, it has become one of the functions of the Americanization Department. As the increasing number of foreign born students found themselves in special and adjustment classes because they could not function well in their regular classes, teachers, counselors, and supervisors became alarmed. Naturally the students were not learning English. The following contains an excerpt from the policy statement which was finally adopted and under which we are now operating:

> "The adjustment of foreign born students with language handicaps present many problems to the foreign born student and to the school. The following options regarding school enrollment and English language training opportunities are available to all foreign born students: (a) Foreign born students may be enrolled in the regular day school if their command of English permits them to communicate with teachers and students and their reading ability in English permits them to read the content of the course in which they wish to enroll. (b) With the permission of the adult high school and Guidance Department, foreign born students may be enrolled in adult English classes full time or they may enroll in English for the foreign born classes in addition to their regular day school classes by filling out Form PA1-2. (c) It is recommended that those whose command of English is almost nil, that is - the low beginner, be enrolled full time in a day adult Americanization program at Memorial Annex or Midway Adult High School for a semester or two before entering the regular high school."

There are now 229 teen-agers under 18 attending English for the Foreign Born classes. Approximately 100 are going to adult education classes only. Others are going concurrently with their day school program.

As far as children in elementary schools are concerned, there is only one school in the city which conducts English for the foreign born classes. That school is in an area where more than 50% of the parents are Spanish speaking. There are some problems in other areas of the city, but as yet there is no policy regarding classes for the language handicapped.

In conclusion, let me say that adult education is an integral part of the public school system of San Diego. Our philosophy is that it is as important to teach the parent as it is the child. The Americanization program is concerned with the teaching of the English language in a functional way to both parents and children.

TEACHING ENGLISH TO CUBAN REFUGEE CHILDREN IN MIAMI

By: Dr. Pauline M. Rojas

We now have in Dade County Public Schools in grades one through twelve, about 20,000 Cuban refugee children. Most of these are to be found in 40 elementary schools, 14 junior high schools and 5 senior high schools, but there are some in almost every school in the county. Since the fall of 1961, they have been coming in at the rate of about 250 a week.

When a Cuban child arrives in Miami, if he wishes to attend a Dade County public school, he must first go to one of three registration centers where he is screened and assigned to a school in accordance with his age, grade level and place of residence. The personnel who interview him know Spanish and know something of schools and education in Cuba. When he reports to his neighborhood school, he is again interviewed and then assigned to the grade group in which his command of English seems to indicate he belongs.

Pupils at all levels are classified into three categories as follows: independent, intermediate and non-independent on the basis of their proficiency in English. Pupils classified as independent are judged to know English sufficiently well to do the work prescribed by the official courses of study and are put into regular classes. Pupils classified as intermediate and non-independent are given programs which provide for special attention to English as a second language. The intermediates get two hours of special English a day and the non-independents, three hours. The rest of their programs are filled in with such subjects as physical education, art, music, arithmetic or mathematics, and any other subject in which they can meet with a measure of success. These subjects are all taught on grade level and in English.

Previous to the year 1960-61, Dade County had varying numbers of bi-lingual children and had evolved a procedure for dealing with their language and adjustment problems. In most of the schools up to that time, there were not enough non-English speaking pupils in any one grade to interrupt the regular program to any appreciable degree. In only a few schools was there large enough a concentration of Spanish-speaking pupils to necessitate some special provision for them.

A number of teachers, called orientation teachers, gave instruction in English and orientation to the pupils who were seriously handicapped in doing the work of the grade in which they belonged. Usually these children reported to the orientation teacher for one period a day. In a few cases a teacher worked with the same pupils all day.

At the beginning of the school year 1961-62, there were 31 orientation teachers for an expected enrollment of 5,000 Cuban pupils. By the end of the term, June 8, 1962, some 125 orientation teachers had been hired and there were 15,000 Cuban refugee children enrolled in the schools. At present there are more than 140 orientation teachers for the present enrollment of about 20,000. In the fall of 1961, as more and more Cuban pupils poured in, it became increasingly difficult to staff the schools with qualified teachers. It was then decided to provide certified American teachers with aides recruited from among the Cuban refugee teachers living in Miami. A basic formula of two Cuban aides for one American orientation teacher was adopted.

It was at this time that the idea of classifying Cuban pupils on the basis of their language proficiency was conceived. It became official policy in November of 1961, thus making acquisition of English first priority for all non-English speaking pupils in our schools. The pupil's adjustment difficulties were recognized, but the administration believes, and still believes, that the Cuban pupils' first and greatest need is for English and that the first obligation of the schools is to teach it to them as rapidly and efficiently as possible. Once they have learned the language, their adjustment problems can be dealt with in about the same way as those of the English-speaking children.

The hiring of Cuban aides and the classifying of Cuban pupils on the basis of their language proficiency necessitated a major reorganization in the schools having large concentrations of Cuban pupils. However, both measures contributed to lessening the problems and frustrations of teachers and administrators once the reorganization was effected. In April the statement of policy issued in November was amplified by two separate documents, one for the elementary schools and one for the secondary.(1)

These reaffirm the basic formula for teacher allotment of two Cuban aides to one certified American orientation teacher for each sixty non-independent or intermediate pupils. In the elementary school, the American orientation teacher is officially responsible for two classrooms and divides his or her time between the two. A Cuban aide is assigned to each classroom. When the certified teacher is in room one, the aide for room one remains there also, while the Cuban aide for room two carries on alone in room two. As the aide is always present when the American teacher is teaching, the instructional program provided for each of the two groups of pupils can be very closely coordinated. The American teacher is officially responsible for the total program in the two classrooms.

In junior and senior high schools, although the same allotment is made, the utilization of the teachers and aides varies. A sample organization submitted to secondary school principals as a guide for working out an organization for their schools provides that three-hour blocks of special English classes for non-independent pupils be scheduled simultaneously with two-hour blocks for intermediate pupils. This arrangement makes it possible for reclassification to be made back and forth as the needs of individual pupils require without disrupting other schedules. It also allows for planning time for the orientation teacher and the Cuban aides and permits the orientation teacher to oversee the whole English teaching program for his two groups.

In both the elementary and secondary schools, all intermediate and non-independent pupils have one class hour of oral-drill a day, taught by the American teacher and one class hour of reading and writing follow-up in charge of a Cuban aide. The non-independents have an additional hour of special English instruction which we call receptive level reading.

(1) BASIC PROGRAM FOR CUBAN PUPILS - Elementary Schools
BASIC PROGRAM FOR CUBAN PUPILS - Junior and Senior High Schools

In it we attempt to help the pupil transfer from Spanish to English the reading and study skills which he has presumably acquired in Spanish. The materials used are social studies, health and science textbooks at a lower grade level; the procedures, those of close, factual reading. The pupil is expected to be able to read above his speaking level. The exercises based on the reading selections require the pupil to read accurately but do not require him to give back the content in his own words.

The official textbooks for English as a second language for all non-independent and intermediate pupils are the books of the Fries American English Series originally written for use in Puerto Rico. These were adopted early in the school year 1961-62. Many of the Cuban aides were familiar with these books having used them in Cuba and one American orientation teacher, who later became the demonstration teacher for the program, had used them in Guatemala. There were also a few Puerto Ricans among the orientation teachers who had previously used these books and knew something of the drill techniques which they demand. First and second grade children do not normally use the books of the Fries American English Series. The exceptions are second graders who are placed with third graders in non-independent classes in schools where there are not enough non-English speaking pupils for more than one primary group. Usually first grade pupils are given oral English activities appropriate to their grade level until they know enough oral English to be taught reading in English. These children learn to read and write English without having learned to read and write Spanish. Newly arrived second grade pupils ordinarily know how to read and write in Spanish, but know little or no English. They are placed in non-independent second grades where they may read from charts material adapted from the beginning lessons in the official textbooks.

A salient feature of the basic program for secondary school provides that credit in English as a second language meet the English credit requirements for graduation. This provision recognizes that the needs of Spanish-speaking pupils insofar as English is concerned differ from those of native English-speaking pupils and provides that they receive English credit for the kind of English instruction they need.

The basic program for Cuban pupils also provides for Spanish for the Spanish-speaking as distinct from the Spanish offered to English-speaking pupils. Again, we recognize that the language needs of the two groups differ and give like credit for whichever course is taken.

In regard to the qualifications for teaching English as a second language of the original group of orientation teachers, those who had had any previous academic preparation in this field were few and far between, although a number of them had had previous experience teaching bi-lingual children. From the inception of the present program to the present time, efforts have been made toward providing in-service training in language teaching techniques for all orientation teachers. A short pre-school seminar in the philosophy and methods of the audio-lingual approach was offered in late August of 1961 to those teachers who had been contracted up to that time. Similar short courses were given several times during the following year as the number of orientation teachers grew.

Shortly after the first seminar, the administration decided to appoint as demonstration teacher, the teacher previously mentioned as having had experience using the Fries American English Series in Guatemala(1). His demonstrations were an invaluable asset in providing help for teachers trying to learn how to give the kind of oral-drill lessons the official textbooks demand. They were also extremely helpful in orienting principals and other school personnel having to do with Cuban pupils. In introducing modern techniques for teaching English as a language we were also fortunate in that the Spanish department had already introduced the audio-lingual approach, and so our innovations in the teaching of English were not totally unfamiliar to school personnel.

In the in-service sessions with the orientation teachers, the official textbooks were discussed, lessons analyzed and drill lessons worked out. The meetings were found to be good for group morale as well as for training purposes. A number of principals and curriculum assistants attended some of the meetings. The role of the orientation teacher as primarily that of a teacher of English as a second language was constantly stressed. Also, the desirability, if not absolute necessity, for specialization in the teaching of English as a language. As the year progressed, it became evident that

(1) Mr. Paul W. Bell, now Coordinator of Special English, Dade County

further training on a larger scale was in order.

Consequently, during the summer Dade County, in collaboration with the University of Miami, provided orientation teachers with a six-week workshop on the teaching of English as a second language. The courses offered were Introduction to Linguistic Science and Methods of Teaching English as a Second Language. As a part of the methods course, each participant spent an hour and a half a day in laboratory teaching. Non-credit English classes for Cuban pupils were set up in the schools which were offering a summer recreation program. The 140 teachers enrolled in the workshop taught these classes and 5,300 Cuban children in grades 3 through 12 attended. Only children classified as non-independent and intermediate were eligible. The organization and management of the English classes was carried out by Cuban aides under the direction of the principals in charge of recreation centers and personnel from the office of Bi-lingual Education. The workshop was a huge success in every respect. The percentage of attendance of the Cuban pupils was unusually high for summer classes and the orientation teachers working under the supervision of the workshop faculty gained invaluable experience and training. Dade County began the school year 1962-63 with a staff of teachers of English as a Second Language, who are satisfactorily competent as drill masters and who have at least an initial understanding of linguistic principles and the accepted practices underlying the teaching of modern foreign languages.

In reviewing the difficulties we encountered in getting our program established in the fall of 1961, the first was obviously the lack of training on the part of the orientation teachers. We soon learned that short in-service training sessions, however valuable, were scarcely sufficient to transform teachers trained in other fields into good language teachers. Most of our teachers had been educated in problem-solving techniques; very few knew anything about the psychology of drill or how to go about giving a drill lesson. As was to be expected, it took some time for them to reorient their thinking and readjust their class-room techniques. Some found the transfer from the content fields to a skills subject beyond their abilities or desires and requested reassignment to a regular classroom. In spite of in-service courses and demonstration classes, it was not until during the workshop that the orientation teachers as a group began to understand the concept of patterning and to see phonemic and syntactical patterns as content to be taught.

Fortunately, the Fries American English Series, whatever their limitations for our situation may be, do provide an orderly sequence of the basic patterns of English and sample drill exercises which teachers can build upon once they have learned how satisfactory language classes operate.

Another problem in the over-all situation has been lack of sufficient communication between the office of Bi-lingual Education and the regular classroom teachers to whom the Spanish-speaking pupils go when they are classified as independent. It is a truism to say that Americans are naive about language. Because teachers are no exception, the transition of Cuban pupils from non-independent or intermediate status into the regular classes is not always as easy as it might be for either the regular teachers or the pupils. As a group, Cuban pupils can be expected to show the same range of academic, motivational and emotional problems as the rest of the school population regardless of their proficiency or lack of proficiency in English. Unless they came here very young, even the independents will have an accent and will probably continue throughout their lives to make certain characteristic mistakes in speaking and writing which reflect the differences between the pronunciation and structure patterns of Spanish and those of English. In any case, it can be expected that it will take them varying periods of time to adjust to new teachers and new classroom situations when they move into the regular classes. I think that we can safely assume that were more contact possible between the regular classroom teachers and the office of Bi-lingual Education, the transfer of bi-lingual pupils into regular classes would be less of a problem.

It is encouraging to note that a better understanding of language and language learning on the part of all school personnel is gradually developing. Some principals of schools with large concentrations of Cuban children are arranging for their whole faculties to see and discuss the five Modern Language Association films, "Principles and Methods of Teaching a Second Language,"(1) - a step which will do much to further cross cultural understanding among the faculty members in these schools, and make their involvement with bi-lingual pupils easier.

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(1) Distributed by Teaching Film Custodian, 25 W. 43rd Street, New York

The most disrupting administrative feature which all principals and teachers have to deal with is the constant entry of new pupils. Some are new arrivals from Cuba, but others are simply children of families that move from one community to another. At first, a newly arrived family stays with relatives or friends, but as soon as possible finds living quarters for themselves and moves. As a result, the orientation teacher's register seldom remains the same for long. This situation makes the orientation teacher's assignment unusually frustrating, since there really seems to be no satisfactory solution to it. The children have to attend school and must enter as they arrive. The pupils who transfer from one school to another after a period of time are somewhat less of a problem than the new arrivals. Attached to their transfer slips, they carry to the new school a copy of what is called their pupil progress report, the original of which forms a part of their cumulative record. In the information on it, among other data, is found the pupil's classification (independent, intermediate or non-independent) and for the intermediate and non-independents, the book and unit of the Fries Series completed. Orientation teachers who receive these transferred pupils can place them according to their language ability without disrupting their on-going classes. When new pupils fresh from Cuba come, their placement is more difficult. Fortunately, when only a few come, they progress rather fast even when assigned to a class more advanced than they are. Sometimes the Cuban aide works with the new arrivals part of the time while the American teacher carries on with the rest of the class. An effort is made to give them as much attention as possible without depriving the on-going class.

Another feature which has created problems is the administrative procedures involved in the transfer to regular classes of pupils who are ready for independent status. During the 1961-62 school year the attempt was made to transfer pupils from one category to another at any time the orientation teacher recommended transfer. The present practice tends to be to transfer pupils at grading periods except in cases where a pupil has been grossly misclassified. When the regular classes are too full to schedule any more pupils into them, the orientation teacher sometimes divides the class within his or her classroom and gives regular classes to the group ready for the prescribed curriculum. At other times, the pupils in two or three classrooms are reclassified according to their language proficiency and a new class on grade level created.

There are, of course, many aspects of our bi-lingual situation which need to be explored and dealt with, but with which we have yet been unable to do very much due to a limited staff and budget. One of these is the reading problem of Spanish-speaking pupils in the primary grades who are being taught to read and write English without having been taught to read and write Spanish. Another is evaluation. We hope eventually to give attention to both of these matters. For the reading aspect, we need specially developed materials which will be both linguistically and pedagogically sound. For evaluation, we need to establish grade norms for mastery of the pronunciation and structural patterns of English. We also need to provide orientation teachers with samples of tests which will help them construct informal tests to evaluate their pupils' progress.

Another area which I believe should be explored is that of attitudes. We would be able to proceed on firmer ground if we had more accurate data on the Cuban pupils' image of the United States and our culture. Equally important is the image of the Cuban pupil and the Cuban people held by orientation teachers, administrative officials and regular teachers. At present all we can do is guess and we are probably guessing wrong at least part of the time.

In summary, I would consider the outstanding features of our program as it now stands to be: (1) the primary emphasis given to rapid and efficient acquisition of English; (2) our classification of pupils on the basis of their language proficiency into independent, intermediate and non-independent -- a procedure which serves as a strong motivational force for both pupils and parents; (3) our emphasis on teacher training in accordance with the principles and practices of the audio-lingual approach; (4) our systematic use of materials specifically designed for the teaching of English as a second language; and (5) our provision for equivalent English and Spanish credit for parallel courses designed for non-native and native speakers of the two languages.

I could not honestly conclude this paper without paying tribute to the fine leadership displayed by the school authorities in Dade County in handling the Cuban refugee pupils. Every effort has been made to provide educational opportunity for these children equal to that provided for American children. From the superintendent down, administrative officials have assumed an additional burden of work and responsibility in order to give these children that opportunity. Tribute should also be paid to the orientation teachers who have so willingly gone about learning a new specialization and to the Cuban aides who have smoothed our path and shared the classroom load. We feel that Dade County was faced with a challenge unique in American education and that it is meeting the challenge to its own credit and that of the whole nation.

PRESENTATION BY DANIEL SCHREIBER, DIRECTOR
NEA PROJECT ON SCHOOL DROP-OUTS

The lot of any youth of minority group origins is, at best, ambiguous in our American life. To the extent that knowing himself to be a minority member is important element in his sense of himself, he can feel that there is a great deal of the world -- even most of it -- which is inaccessible to him. I won't labor the point, because in many instances, it isn't a very meaningful one. This country, for that matter, was settled by a proud and rugged (and sometimes cantankerous) people, who, in their native England, chose, by force of conviction, to make themselves a minority. Think, indeed, how many Americans were at one time members of a minority group. Think, too, how crucial and sometimes tragic, a place secession has had in our history.

But there are differences between minorities which are freely entered into by its members and those categorized by the larger society, on the basis of race or color. These minorities of race pose considerable problems to themselves, and to the public-at-large. They are often and here I speak of the Mexican-American, as well as the Negro, the American Indian, the Oriental -- notoriously victims of discrimination and injustice. They are labelled and treated segregatively as minorities by the larger opinion. Whenever this segregation occurs, each man within the minority suffers it. He is held down and abused, not because of his opinions or because of his freely chosen and affirmed convictions, but because of his color -- a fact of his birth. In fact, it does not matter whether or not he has convictions, since one of the first efforts of those who discriminate against him is to deprive him of a political voice. He feels himself contingent -- this minority youth -- victimized and dispossessed. The world which he and the people of his race, or color or national origin belong is against him.

The only conceivable solution and justice -- which is so obvious that it needs no elaboration -- is to make freely and competitively accessible to these minorities the entire gamut of votes and opportunities of our society. But we all know this is not so simple as it sounds. First of all, these votes and opportunities, in great measure, still are not open. Secondly because past discrimination and oppression have been so total, minority members are not always prepared to take immediate advantage of opportunities when they are presented.

Let me develop this second point, in particular, a little further. The 1954 Supreme Court decision on desegregation rightly recognized that, while the fundamental issue was a moral one, segregated schools only served to ensure the continuing total social alienation and caste oppression. Negro children were taught by Negro teachers, who themselves were products of the segregated educational system -- who, in other words, had had no access or exposure to the best in the cultural and intellectual world. In many communities, the small corps of teachers, along with the handful of doctors and lawyers, comprised the most intelligent, tenacious and lucky people. Yet those professional occupations which serviced the minority community and which were available only to a very few represented the upper limit of aspiration. The whole middle range of occupation and roles which flourished in the "outside" world -- "the other world" -- many of them just as if less difficult to get at -- were prohibited. The child in the classroom, whose parents, in most cases, were employed in the lowest level jobs, might, if he was bold enough or fool enough, aspire to become a teacher or a doctor or a lawyer; otherwise, he needn't bother aspiring at all. Otherwise, considering the jobs his parents held, he needn't much bother going to school. Dropout rates among minority groups are generally twice what they are among the white population -- 60% to 35%.

I have been using the case of the American Negro as an example; I do think his case, his predicament, is somewhat prototypical. But there are always important differences that deserve consideration. I know that every Mexican-American must feel great pain and hesitance at the thought that the cost of full American citizenship -- a free and equal place in American life -- might well be the less of his "Mexican-ness", his heritage of Hispania culture. I personally don't think this need be the case. I would hope that the Hispanic culture might provide a rich and deep source of energy to the larger, somewhat nebulous American culture. But, the social roles and occupational opportunities become increasingly available, the Mexican-American, like members of all other minorities, will have to assume the responsibility of aspiring to them and of achieving them.

What is education's role in all this? Well, to begin with, education is traditionally and par excellence the lever minority peoples have used to attain a full place in American life. In part, this means -- it has to be admitted -- that in the school the child becomes somewhat less what he was and more "Americanized." But it also means -- and this, I think, is a more important function -- that the education provided these youngsters must make greater efforts to expose them to the world, to show them the world as it is -- as a world of possibilities, whose challenge they must take up.

I am only going to describe briefly for you one of the programs which has come into existence in recent years which has as its purpose the liberation of segments of the American population which have suffered exclusion and oppression. It is by no means a total solution, though it has had substantial and undeniable results. Perhaps most importantly is it illustrates the kind of effort that any community can make with a certain amount of good will and inventiveness.

New York City's Higher Horizons Program was one of the first in the nation to face into the problem of the so-called "culturally disadvantaged" or "culturally-alienated" in a large-scale and systematic manner. The program now operates in some 52 elementary schools, 19 junior high schools, and 10 senior high schools at an unusual cost of $1.5 million dollars, provided by the Board of Education.

I think my presentation may be more succinct and relevant, if I deal with the initial stages of the program, rather than with subsequent city-wide development. The program had its birth as a Demonstration Guidance Project in a single junior high school located near the heart of Harlem. In September 1956, the 1500 population of the school was composed as follows: 40% Puerto Rican, 45% Negro, 1% Oriental and the remaining 14% white. (At least 20 different nationalities were represented in the white group.) A survey found that in 50 per cent of the children's homes, no father was present and the mother worked, so that the teacher became a parent substitute. Children from other homes were motherless, raised by their fathers or grandmothers or aunts, etc. Newly-arrived Puerto Rican youngsters had not only to orient themselves, under difficult conditions, to an entirely new environment; most of them also confronted the obstacles of a language barrier and an inadequate educational background.

Among previous graduating classes, an average 40% had continued on to graduate from high school -- that meant a drop-out rate of 60%; less than 10% applied for admission to post-secondary schools; less than 5% applied for admission to college. The median IQ of the school's population, over a period of years, ranged from 79 to 82. This was, generally, the situation that prevailed prior to the introduction of the project.

The Project had 3 main purposes: (1) the identification and development of academically able students; (2) the instilling in these students of an aspiration for college education; and (3) the education of the community and the parents to the desirability of a college education for these students. Responsibility of implementing each of these objectives fell to the guidance staff of the school. Initially, a battery of tests were given to the students selected to participate -- about one-half of the school's population. It's interesting to note, incidentally, that on a non-verbal test prepared by Science Research Associates more than one-half of the Project students recorded an IQ score of at least 100. Now there may be some question whether this kind of test actually measures the intelligence necessary for high-level academic work; but the uplifting effect on teachers' morale was obvious and immediate.

Prior to the Project, a single counselor was assigned 3 days a week to attend to the entire body of 1,500. An essential feature of the Project was the hiring of three additional full-time counselors, to bring the student-counselor ratio down from 2,500 to one to 375 to 1. Each of these counselors was responsible for all the students in one grade. They met their students frequently in both individual and weekly group sessions. And emphasis, it should be noted, was placed not only on the "problem" child, but on the "good," but anonymous child of latent potention.

The guidance office at Manhattanvill Junior High School is still brightly papered with college pennants, whose intent is to stimulate the idea of college-going. Bulletin boards are posted with photographs of Negroes and Puerto Ricans, as well as whites, who have prominently succeeded in various professions, to despel the bitterness and resignation to exclusion to which some -- at even this age -- have already succumbed. Many of these men and women, together with alumni who had succeeded notably, were invited to address classes and assemblies.

In fact, these visits, with their particular guidance orientation, served as a bridge between the intensive guidance program and the commensurably extensive program in "cultural enrichment." Nothing was plainer than that simply academic approaches would not be adequate to the problems the Guidance Project confronted. Children from our lower socio-economic status populations generally have had little, if any opportunity to acquire the most ordinary familiarity with the world which is taken for granted by the middle-class child.

The aim of the program of cultural enrichment was something more than "raising" the cultural level "of the children." They were not simply exposed to a "new" world; but were encouraged to possess a world which is as much theirs as anyone's, and from which they had sensed themselves excluded. They visited art galleries and college campuses, laboratories and business offices and research centers. They saw a number of Broadway plays and major first-run movies. They regularly heard symphony orchestras at Carnegie Hall. They attended performances of the Metropolitan Opera.

It was a major assumption that the Project's chances of success would be qualified by the atmosphere of the student's home, by the attitudes he was exposed to outside the school. Consequently, parents were invited to accompany their children on these trips, whenever possible. In addition, an initial series of meetings served to acquaint the parents with the goals of the Project. Subsequently, periodic afternoon and evening workshops were conducted by the counselor. Moreover, about 600 interviews each year were held with parents. There were, in many cases, multiple interviews in which the focus shifted effectively from the child's problems. And it was discovered that parents aren't so inaccessible as they sometimes seem; at the end of the year, 85% of the parents,in response to a questionnaire, expressed readiness to see the counselor.

I won't go in any detail into the areas of supplementary staff, remedial programs in reading and arithmetic, study halls, and so forth. Suffice it to say, that every technique available and within the limited means, were utilized to the end not simply of getting better performance out of the child, but of elevating his inspiration, of endowing him with an operative and secure and genuine sense of himself and his worth.

Let me pass on to cite you some of the achievements of the Project students.

(1) It's rate of growth in reading ability doubled. In one group the average student grew 4.3 years in 2.6 years.

(2) 26% of the students in the second Project group, in 1957, scored in the 110 and above IQ category. In 1960, 58% of this same group scored that range; 12% had scores over 110.

(3) At the George Washington High School where the Project was continued, the number of students who passed all their academic subjects was five times greater than among those of previous classes from the same junior high school.

(4) 3 Students from the first Project group ranked, respectively, first, fourth, and ninth in a high school graduating class of 900. In the third and final group, Project students ranked second, fourth and ninth.

There are many other programs -- just as effective, just as inventive -- which I would like to present to you, had time permitted. I want to stress again, though, that we cannot suffer the delusion that any program _per se_ is going to solve our problems. Programs are, at most, a limited technique. It is a community problem. Any truly effective solution will involve a cooperative coordination of all the resources of the community.

There are other important, and fairly immeasurable, factors involved as well. I think I can best spell them out by quoting from _Children of Sanchez_, a book by the anthropologist Oscar Lewis, describing the life of a poor family in Mexico City. One of Sanchez's children, Consuela is speaking:

> Among our neighbors there were some who progressed and moved up in the world. None of these youngsters had followed the gang, loafing in the streets in dirty clothes, speaking ungrammatically and using vile language. They were serious and learned to dress with good taste, always resisting the criticism of others -- resisting, rejecting, not giving in to the majority -- that was their secret. I didn't know what they were against, but they always seemed to be against something. They would say "What? It has to be this way! Not on your life!"
>
> Integrity, courage, ambition -- the school can't teach these qualities, but it can confirm them and sponsor them.

Edgar Friedenberg, in his excellent book, _The Vanishing Adolescent_, stresses the need, objective and subjective, on the part of youth to achieve confident self-identity, and the function of the school to provide the means. But the youngster whose school experience begins and ends in failure -- and those of minority children too often do -- having discovered that he is good _at_ nothing, stands a strong chance of becoming good _for_ nothing. And far too many young lives, with all the potentials and real talents and capabilities they embody, are being wasted and crushed. The challenge is to redeem them, through inventiveness and energy and dedication.

SPECIAL PROGRAM FOR THE BI-LINGUAL CHILD

By: Ray Leger

The Bernalillo program for the improvement of curriculum and instruction was initiated because of the realization on the part of the superintendent and other members of the school staff that the existing program was not meeting the requirements of the children it was supposed to serve. It was observed that the school system had not produced any doctors, lawyers, engineers, etc., that very few of the graduates from the high school were enrolling in institutions of higher learning let alone graduating from same. Not many graduates could be found in the more desirable positions in the area. These and other factors pointed to some serious weaknesses in the area of curriculum and instruction. The people concerned recognized that a serious problem existed and that something had to be done to solve it without attempting to do any fault finding. A redefinition of rules for the administrative personnel would re-direct the process of education. Stress and effort would be related to quality rather than quantity. Too many times we feel that in order to be completely successful in teaching a class, that we must complete the book, we must go through the books, we must complete a particular set of rules regardless of whether the children have absorbed anything or not. Well, here we are going to concentrate on quality. If we only cover half of the materials that we expected to cover during the school year we are doing well, as long as these materials have been mastered by the children. It was agreed that if the entire staff was willing to try new methods and techniques we would be well on the road to 'recovery' we might say. We had to look someplace for help and of the University of New Mexico we asked for the help of Dr. Frank Angel to be the Director and Chief Consultant for the project. As the publicity of the program was announced, other members of the University staff offered their services as consultants. It was quite a revelation to see not only people from the College of Education offering help but people from the College of Arts and Sciences as well. There is usually a wall between these two departments and it was very encouraging to see that this wall was slightly breached in this situation. The next step was to undertake an evaluation process to see exactly where we were. Here it was decided that not only the usual standardized instruments for measuring intelligence and achievement but that also the latest devices for measuring creativity would be utilized so as to provide the staff with a complete picture of each child. The school system received the full cooperation of public and private agencies in conducting the evaluation. Again, the University of New Mexico moved in and provided the services of a number of graduate students -- students who were working on a Ph.D. level to help us conduct our evaluation program. A test-publishing company offered to give us a sizeable discount on materials to conduct the program. The results of the evaluation confirmed some assumptions and suspicions. The results were somewhat shocking. They convinced even the most skeptical individuals that far-reaching action was absolutely necessary. An analysis of the results indicated that the educational programs had failed to make allowances for the cultural barriers and the language barriers of the majority of the students in that district. We were gearing our educational program to people who were from an entirely different world. The evaluation process succeeded in evaluating, providing the basis for plans to individualize the instructional program. As somebody mentioned earlier today, that for the most part, instruction was like bowling -- they aim at the middle pin and you tend to forget the others and it is absolutely necessary that any program of instruction be geared to the individual child. It was decided that we would experiment with the latest instructional techniques such as program learning, small group discussion and a linguistic approach to the people in mind. I will touch very little on that since this was very thoroughly covered by Dr. Rojas. It was also agreed that we would attempt a certain amount of ungrading at various levels. It was decided that we would provide a learning-material center for the professional person to direct them to tons and tons of material so that they could better individualize their instruction. Plans were also made for a well-organized in-service training program to help that number assume new roles in the program. It is very easy to say we are going to head for another direction, our program is not meeting the needs, we have to do something else and we have a fairly good idea of what we are going to do but we need the tools to do it with. So in order to provide for this, we organized in-service training programs where teachers would meet three hours a week for 18 weeks or for one semester for the purpose of re-orientation. We decided that we would set up a council composed of teachers and administrators who would coordinate the program and provide a vehicle for a two-way communication set up. Many times frustrations and apprehensions on the part of the teacher are based on lack of information so to avoid this, we set up a council that was democratically elected by staff. It was decided that we were going to do everything possible to provide a relaxed atmosphere in order that honest errors should serve as a means to develop individual growth. We decided that new materials were going to be needed and for the most part, these we had to develop ourselves. We searched and searched. We searched for literature, we searched for material that we could use in our new program and I'll go into that a little later. We decided to provide a more complete utilization of lay people and community resources, to provide a guidance program that would help guide students along more realistic lines; we decided to re-organize learning areas and re-define the roles of instruction leaders and underline the entire inadequacy of the program we felt was the fact that we weren't taking care of one of the major items, and that is the language handicap, on the part of the majority of the children so we had no alternative but to decide to teach English as a foreign language, because when the children come to school in our system, it is a foreign language. So we decided for various reasons, that language was to receive immediate concentrated attention. It has already been indicated in the analysis of test results reviewed that this is the area among the weakest. It was quite obvious that the methods being used for the teaching of language had failed to do the job, so we had to look for new approaches. And we decided to go the same direction as Dr. Rojas. The linguistic approach was very thoroughly covered by the previous speaker. I'll only quote from Charles Fries as he expresses the pattern that we followed, he says "learning of a foreign language consists not in learning about the language, but in developing a new set of habits." One might have a great deal of information about a language but he suggests that "lessons should consist basically of exercises to develop habits not explanations to talk about the language but the actual use of the language." "The habits to be learned,"says Fries, "consist of patterns," and these can only be learned through drills, drills and more drills especially of the oral type. Now this is where we ran into difficulty in obtaining material. Some of the materials were not immediately available. Materials that were developed in other parts of the country or for another group may not be applicable to our situation. So, we decided that if these materials were not available, we had to produce our own. We placed two teachers under an intense in-service training program and would relieve them of a half a day of teaching so that they could concentrate on the developing of language teaching material. The program is less than a year old at this time and we do not know how effective it has been. It's a two year project, we are going to evaluate as we go along, but from an informal standpoint, just from observation and from informal evaluation, we can see that some progress is being made. At a speech contest in which some of our children participated first, second and third place went to two Indians and one Mexican child, who knew little or no English when they first came to school. We see more evidence of English being used in the playground and in school activities. We do not discourage, we do not prohibit the use of the native language at all; they are free to use it. We have a very peculiar situation in one of our buildings -- we have Indian children and Mexican children. The Indian do not know Spanish and the Mexican do not know Indian so the only common language they have is English. We have gone into other areas but I don't think its necessary to go into that inasmuch as we are only referring to the language, but in New Mexico between 30 and 40% of all the people have Spanish surnames or come from Spanish background. Yet when we look around at the professional people, in Albuquerque, we have 240 MD's, 4 are of Spanish ancestry; just in Albuquerque alone. I doubt if there are more than 10 in the entire state. I took a count of the attorneys and we have close to 800 attorneys in the state of New Mexico, as per the Bar Association directory, and out of this, we have a little over 60 who are Spanish or Mexican, and so on down the line. About the only place that we had made a significant contribution perhaps was in education. Of 90 superintendents of schools in the state, I think 20% are of Spanish or Mexican background. I get confused here. In most places of the United States, people are referred to as Mexicans. In New Mexico, for some reason, they call themselves Spanish-Americans, so I get confused. Here in Phoenix, everybody is Mexican and over there, some of us are Mexican and some of us are Spanish-American, and it really is very confusing. It's actually very difficult. In fact, impossible to tell the difference. One of the things we have been trying to do is to postpone the reading of English, or the reading program until the time that the children have acquired a certain amont of the language. We feel that it's quite unrealistic to expect the children to read the language that they're completely unfamiliar with. Reading is an extremely complex skill and it's difficult enough when you try to read in your own language. You can imagine what it must be to try to read in another language. In the language lesson -- the language drill, we try to provide a definite psychological association between the drill of the language being used and what we're talking about. We think this is the only real way to do it. If we're using the word 'run' we are running. If we're talking about the table, we have a table right there---- there it is. The children can feel and can see If we talk about eating, we're eating and so on down the line. We run through a very definite association between utterances and what we're speaking about. It is very necessary in teaching English as a second language to have a certain amount of knowledge about the native language. For instance, in the language of the Indians, it's mostly throat and tongue, the jaws are very seldom moved. They just open their mouth and out pours all this verbage. So it's very difficult for them to speak in a language where the lips and the tongue and the teeth and everything else is being used. So we have an interesting twist to one of our exercises in that to introduce the concept of the senses -- touch, see, smell, taste and so on, it also provides muscular exercises for the mechanism of speech -- we're using bubble gum; where the children touch the bubble gum (concept of touch) they see it (concept of sight), they smell it, they chew it (concept of taste) and at the same time they're exercising. And also, we use it to establish the concept of numbers, one piece of bubble gum, two pieces of bubble gum and so on. Besides, it's a lot of fun and if we make learning fun, I think our chances of success have increased tremendously. You know that many times we feel that if the medicine doesn't taste bad it isn't effective, and this is the attitude we have about learning: if it doesn't look like work, if it looks like fun, it isn't successful. Actually the contrary is true. We're making additional plans for the following year and one of the things that we are asking is, I don't know if they're going to do it or not -- we are asking the legislature, the state government, to provide additional money for students who come to school with little or no English. These are special cases and additional services are necessary and to provide additional services, we need additional money and that's what we're going to tell them. I don't know if they're going to listen to us or not but we do need at least a year of pre-school for these children to learn the language before we can even attempt to get these children to read. In an effort to provide reinforcement to the language arts program, we are emphasizing language throughout the curriculum. In other words, we want the teacher of science to be sensitive to the matter of language; we want whoever teaches social studies to be sensitive to the matter of languages; we want these people to provide sentence patterns on the content area. For instance, a sentence pattern could be developed from the field of science, from the field of mathematics, the field of physical education and any other field. There's always communication in any kind of instruction, so we are asking that they reinforce the methods of the language arts teacher, because this is the only place that the children are going to get reinforcement, because, for example, the Indian children, when they go back to their pueblo, they go back to speak whatever Indian language they speak. So this is the only place where we can provide reinforcement. Things, of course, are going to change. As more children learn English, they go back home and they use it. In fact, it is already beginning to show. We are sending this summer, some of our people to workshops throughout the country to try to acquire more information. This is a very new field. We are trying to gain as much information as is possible in the matter of teaching of English as a second language. This is about all and I thank you very much for your interest and attention.

PAPER PRESENTED BY

DR. JULIAN SAMORA

DEPARTMENT OF SOCIOLOGY

UNIVERSITY OF NOTRE DAME

NOTRE DAME, INDIANA

(at the Mexican - American Workshop, sponsored by Careers for Youth
and the Mexican - American community on January 18, 1963)

THE EDUCATION OF THE SPANISH-SPEAKING IN THE SOUTHWEST -- AN ANALYSIS OF THE 1960 CENSUS MATERIALS

The 1960 U. S. Census enumerates 3,464,996 persons of Spanish surname in the five Southwestern states. If one takes into account the Puerto Rican migration to the U. S., the number of Spanish surnames in other states, the number of Latin Americans and the legal and illegal entrants across the Mexican border, the number of Spanish-speaking people in the U. S. is at least six million.

Table 1 gives a number of selected ethnic groups in the Southwest which will provide the basis of the following discussion.

During the past ten years there has been considerable population movement and growth in the Southwest. Confining ourselves to a consideration of the Spanish-speaking only, Arizona increased 51%, California 88%, Colorado 33%, New Mexico 8% and Texas 37%. Of all the Spanish-speaking in the Southwest, 5% are in Colorado, 6% in Arizona, 8% in New Mexico and 41% each in Texas and California. Thus 82% are in the two states of California and Texas.

Although the main subject of concern in this paper is education, a look at the related but peripheral characteristics of the population such as income, employment, unemployment, housing and occupations reveal that in the most general terms more Spanish-speaking fall in lower status categories than do the other groupings in the Southwest.

Those people today who claim that the Spanish-speaking are unindustrious, unambitious, and do not "take to education," need but to review the history of this population in the United States. The general situation is this: we find a people who came to this country in the (early) 1600's and 1700's; who established a folk society based on European traditions; who were isolated geographically and therefore culturally from the mainstream of western civilization; who lived a relatively "slow" life based on agriculture and the seasons; who had no particular need for education as we know it today; who, when conquered, were not assisted by the conquerors to make an adjustment to the new society; and who, when faced with the competition of the dominant society, could do little but withdraw into further isolation. When educational facilities were finally established, the Spanish-Americans could not be expected to flock to the institutions since essentially these were not an integral part of their culture. Even today, although facilities are generally adequate, the consequences of the long historical tradition are evident.

This whole picture for the Southwest was compounded by the influx of a large number of immigrants (generally speaking, peasant, rural, uneducated, of lower social-economic status) from Mexico who also did not have the tradition of public education in their background. The latter immigrations, however, faced not only the same general problem of the previous group, but on top of it was heaped the scourge of discrimination and segregation. Segregation in educational facilities has been well documented, particularly for the State of Texas, where, in many instances, three public school systems have been maintained; one for the Mexican, one for the Negro, and one for the Anglo. In many areas of New Mexico and Colorado discrimination was not so flagrant. Many communities have had their "Mexican

Table No. 1

THE NUMBER OF PEOPLE IN THE SELECTED ETHNIC GROUPS IN SOUTHWESTERN STATES, BY STATE: 1960.

State	Total Population	Spanish Surname	Negro	Indian	Japanese	Chinese	Filipino	Other
Arizona	1,302,161	194,356	43,403	83,387	1,501	2,936	943	474
California	15,717,204	1,426,534	834,642	39,014	157,317	95,600	65,459	20,723
Colorado	1,753,947	157,173	39,992	4,288	6,846	724	605	792
New Mexico	951,023	269,122	17,063	56,255	930	362	192	458
Texas	9,579,677	1,417,811	1,187,125	5,750	4,053	4,172	1,623	2,123
Total	29,403,912	3,464,996	2,222,225	188,694	270,647	103,794	68,822	24,570

Sources: Table 15 in PC (1) 4B; PC (1) 6B; PC (1) 7B; PC (1) 33B; PC (1) 45B & Press Release - June 3, 1962 CB62 - 79 by the United States Department of Commerce.

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rooms" for years and years. This is segregation on pseudo-pedagogical grounds, the reasoning being that children who come to school who are Spanish-speaking should be placed in a room by themselves in order to learn English. One community in Colorado had such segregation through the first four grades as late as 1950. A neighboring community in southern Colorado just abandoned their "Mexican room" last year after pressure was brought about by the local Spanish-speaking citizenry.

The biggest problem to date in the Spanish-speaking community with regard to education is the drop-out problem. In the United States formal education has been considered important for enlightened citizenship and in recent years education has also become the foundation for occupational opportunities and related socio-economic status.

Among the Spanish-speaking the optimum conditions for the pursuit of educational endeavors have seldom existed. The most common barriers have been inadequate facilities, forced segregation, cultural factors (language handicaps, little value placed on educational achievement, etc.), low socio-economic status and a lack of enforcement of the laws by local officers. The results have been that over the years Spanish-speaking children have either not attended school, have attended irregularly, have dropped out sooner, or have received an inferior education.

In recent years two things have happened to improve the situation somewhat: 1) in most states the state allotment of school funds has been changed from the basis of an annual school census, irrespective of school attendance[2] to an average daily attendance basis,

Table No. 2

MEDIANS FOR YEARS OF SCHOOL COMPLETED, SPANISH SURNAME, ALL WHITE, NON-WHITE, FIVE SOUTHWESTERN STATES

1950 and 1960

STATE	SPANISH SURNAME		ALL WHITE		NON-WHITE	
	1950	1960	1950	1960	1950	1960
Arizona	6.1	7.0	10.6	11.7	5.5	7.0
California	7.6	8.6	11.8	12.1	8.9	10.5
Colorado	6.4	8.1	10.9	12.1	9.8	11.2
New Mexico	7.4	7.7	9.5	11.5	5.8	7.1
Texas	3.6	4.7	9.7	10.8	7.0	8.1

Table No. 3

PERCENT OF SPANISH SURNAME, ANGLOS AND NON-WHITES, 25 YEARS OF AGE AND OVER, WHO HAVE COMPLETED FOUR YEARS OF SCHOOL OR LESS, AND HIGH SCHOOL OR MORE, IN THE FIVE SOUTHWESTERN STATES, 1960.*

STATE	SPANISH		ANGLO		NON-WHITE	
	4 Years or Less	High School or More	4 Years or Less	High School or More	4 Years or Less	High School or More
Arizona	35.1	14.6	22.5	45.0	37.5	15.7
California	24.0	24.4	3.6	54.8	12.0	39.8
Colorado	24.0	18.3	3.2	54.6	8.3	44.6
New Mexico	29.6	18.9	3.7	56.9	39.2	19.0
Texas	52.0	11.7	6.3	46.3	23.6	20.9

*Data is based on 25% sample by Bureau of the Census.

Source: PHC(1) for the respective SMSA's and unpublished Minor Civil Divisions results for Spanish-Surname population.

thus increasing the interest of school officials in actual school attendance; and 2) through the Mendez Case in Texas (1948), and other cases, the courts have restrained school districts and their officers from segregating pupils of Mexican or other Latin American descent in separate schools or classes.

The death blow to segregated schooling has not been dealt, however, as long as segregated housing continues; nor have the subtleties of discrimination ended. A noted educator as late as April, 1962, stated that in some schools in his state (Texas), the practice of multiple ability groupings continued discrimination.[3]

A comparison of the three populations in the five states (1950 - 1960) concerning the median school years completed (Table 2) reveals that the "all-white" population (which includes the Spanish-speaking) had a higher median school years completed than the others and the Spanish-speaking had the lowest median except in Arizona and New Mexico in 1950, when the non-whites (in these cases predominantly Indian) had the lowest median. Note that in the ten-year period the non-white population has had a slightly higher increase in all states. Note, also, that the non-whites in California, Colorado and Texas (predominantly Negroes) show greater achievement than the Spanish-speaking.

Median school years completed is a crude statistic which doesn't discriminate very much. If we look at the data in another way, dramatic differences appear.

Table 3 gives the percentages of the three populations who have completed four years of school or less, and high school or more, in the five states for 1960.

Note the great differences between the Anglos and the other two populations. Texas is the most revealing.

We have dealt with the educational statistics at the state level; now let us turn our attention to a smaller unit, namely, the standard metropolitan statistical area (hereafter called the SMSA).

SMSA ANALYSIS

Data on education for all the SMSA's (comparing Spanish-speaking, Anglos and non-whites) clearly shows the Spanish-speaking to be concentrated in the lower educational category "under four years," which category has been described by some educators as being "functionally illiterate".

The SMSA's in Colorado and New Mexico (with the exception of San Francisco) have the lowest percentages under four years of schooling for the Spanish-speaking. Texas has in ten out of fifteen SMSA's Spanish populations with forty or more per cent under four years of schooling; eight out of ten California SMSA's have twenty or more per cent (one out of five or more) in the same category.

Such low educational performance cannot be "explained away" by ascribing the low educational status of the Spanish-speaking to their Mexican origins -- it seems evident that if a border city like San Diego can keep its functionally illiterate population down to 20%, why should Bakers Field, Stockton and Fresno (farther north) have over 35% of their Spanish populations in this category? Perhaps rurality is the explanation for such low educational status. But then the Spanish-speaking have been predominantly urban since 1950. Tucson (farther south) has 24%, whereas Phoenix has 43% in the same low educational category. In Texas: why should Lubbock (not a border SMSA) show 68% in this low educational category, when Beaumont-Port Arthur can show 24%? El Paso, a border city, shows 37% functionally illiterate, whereas Laredo, another border city, shows 47%. Also, if El Paso's better showing is to be explained by the fact that the lower educational status migrants from Mexico do not stop there, then how could Albuquerque (directly north and a heavy concentration of Spanish) show only 19% in the low status category? Further, it seems clear that Texas cities do less for the education of the Spanish generally as they move northward into Texas, e. g., Corpus Christi (53%), Austin (54% and the state capitol), Abilene (56%), San Angelo (58%). In addition, if a city like San Antonio has had a large Latin population for several decades, how can over four out of ten Latins, with less than four years of schooling, and only five out of one hundred Anglos in the same category be explained? San Antonio has done a remarkably better job for Negroes (15%) than for Spanish -- the same is true on the high school levels.

Comparing Spanish and Anglo in "under four years schooling", the differences are dramatic and follow the patterns noted above; however, specific note may be taken of the following:

1) 64% more Spanish are functionally illiterate compared to Anglos in Lubbock (only 15% more of non-

whites than Anglos). The differentials in other cities (Spanish and Anglo):

50% plus: San Angelo, Abilene

40 - 49%: Odessa, Corpus Christi, Austin

30 - 39%: Phoenix, Bakersfield, Fresno, Dallas, El Paso, Houston, Laredo, San Antonio, Waco

20 - 29%: Tucson, San Bernardino, San Jose, Santa Barbara, Stockton, Fort Worth, Galveston

2) "High School Plus" differentials (favoring Anglos):

40 - 49%: Phoenix, Tucson, Santa Barbara, Pueblo, Albuquerque, Austin, Corpus Christi, El Paso, Laredo, Lubbock, San Angelo, San Antonio

30 - 39%: Fresno, San Bernardino, San Diego, San Jose, Denver Abilene, Dallas, Houston, Odessa

Non-whites in the Southwest generally are far better off in terms of educational achievement than the Spanish-speaking.

TABLE 4

EDUCATION: 4 YEARS OR LESS COMPARED TO 4 YEARS OF HIGH SCHOOL + COMPLETED, ACCORDING TO SPANISH SURNAME, ANGLO AND NON-WHITE BY SMSA'S IN FIVE SOUTHWESTERN STATES *

AREA	SPANISH SURNAME		ANGLO		NON-WHITE	
	4 Years or less	4 Years H. S. +	4 Years or less	4 Years H. S. +	4 Years or less	4 Years H. S. +
ARIZONA						
Phoenix	42.7	12.5	3.7	52.8	21.2	22.3
Tucson	29.4	18.3	2.4	59.3	30.2	18.6
CALIFORNIA						
Bakersfield	35.9	17.3	5.5	45.9	23.1	20.6
Fresno	42.1	12.6	6.9	46.2	19.1	29.6
Los Angeles and Long Beach	19.4	26.2	2.9	56.9	8.6	43.8
Sacramento	20.6	31.8	3.1	58.3	14.1	43.6
San Bernardino	29.0	17.8	3.4	52.9	12.8	31.7
San Diego	20.2	27.3	2.1	57.0	8.4	39.5
San Francisco	15.7	34.3	3.7	57.7	14.1	37.6
San Jose	25.4	22.2	3.8	60.2	11.7	51.2
Santa Barbara	30.0	20.1	2.6	61.3	16.1	34.5
Stockton	35.8	16.7	7.9	41.1	28.4	23.4
COLORADO						
Colorado Springs	11.9	36.7	1.6	62.2	4.7	52.8
Denver	17.4	24.8	2.4	59.5	7.0	45.4
Pueblo	22.8	15.1	6.7	56.8	14.7	29.6
NEW MEXICO						
Albuquerque	18.8	25.6	2.2	66.7	13.8	42.7
TEXAS						
Abilene	56.3	12.3	5.6	50.4	21.2	24.1
Austin	53.6	12.1	7.0	56.2	18.0	24.1
Beaumont	23.8	33.5	6.8	47.9	32.7	18.4
Corpus Christi	53.3	11.2	5.0	54.9	24.4	18.7
Dallas	40.0	18.8	4.5	53.1	18.8	23.7
El Paso	37.1	16.9	2.9	65.2	7.4	48.0
Fort Worth	28.4	25.5	4.5	49.0	17.7	22.6
Galveston	34.6	16.7	6.4	44.7	21.8	22.2
Houston	38.2	16.9	4.5	51.8	18.2	25.3
Laredo	47.0	15.7	7.5	59.9	--	--
Lubbock	67.8	4.9	3.8	53.3	18.8	18.9
Odessa	53.2	9.9	3.3	48.5	15.7	18.2
San Angelo	58.4	4.8	5.5	46.4	23.1	22.9
San Antonio	44.3	13.2	5.4	53.3	14.9	31.3
Waco	46.6	13.3	7.2	42.7	21.2	21.4

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* For the population 25 years old and over, from the twenty per cent sample.

The educational problem of the Spanish-speaking is a complicated one for which no easy or ready-made solution is available. Two facets of the problem are readily apparent: 1) the default of the school system, and therefore the community, in providing equality of opportunity in education for ethnic groupings, and 2) the lack of motivation for continuing education on the part of the Spanish-speaking.

The Default of the School System

The American school system, whether public or parochial, functions best when conforming middle-class administrators and teachers professing middle-class values address themselves to middle-class students who possess the same value orientation or are in the process of acquiring it. The lower-class and the minority students who do not fit in the mold are less likely to be educated and more likely to become "drop-out" statistics.

If it is true that the schools reflect the norms and values of the community, then perhaps it is equally true that its prejudices are also reflected, through acts of commission as well as omission. Few school systems can, or do, gear their curricula to the needs of this segment of the population. Few know, empirically, what the needs are. It is easier and safer to prohibit the speaking of Spanish on the school ground and in the school (the need being to learn English) than to take the imaginative step of teaching both English and Spanish to both Anglos and Spanish-speaking beginning in the elementary school. As a consequence, the "educated" Spanish-speaking person who has survived the school system is likely also to be one who has been stripped of his native language, or at best speaks and writes it imperfectly. To the enlightened this situation is such a waste of human resources; to others, including some school teachers, the burden of proof is on the shoulders of the minority: "If you want to be American, speak American!"

How many teachers of American history in the Southwest begin with the Pilgrim Fathers rather than developing the cultural and historical heritage of the area, leading to the Pilgrim Fathers? The basic question being raised is this: Is there anything about the Spanish-speaking in the Southwest that is important and desirable and that could be used by the school system to bring recognition and higher status to members of that group in the eyes of their peers and the community? The answer, of course, is "yes". Do school systems take advantage of these cultural-historical experiences and contributions? Aside from a few instances, the answer, unfortunately, is "no".

In brief, the available literature and other sources suggest, with regard to the failings of the school system, such factors as inferior facilities and teachers, inadequate counseling, lack of encouragement from the staff, differing curricula and programs resulting in inferior education. In a recent study:

> There were several findings not anticipated by the original hypotheses. The cumulative record folders of the Mexican-American students, by comparison with those of other students, contained a paucity of information.[9] (Folders were thinner, entries were routine.)

An earlier report in the same city found that some schools differed in terms of academic versus vocational curricula. But even in the vocational curriculum in the school that was predominantly Mexican-American, there were twelve courses in upholstery but none in the machine shop.[10]

Lack of Motivation

There appears to be a consensus of opinion among most observers, professional and non-professional, that the Spanish-speaking lack sufficient motivation to stay in school. It is further observed that the most important contributing factors are: the different cultural setting including the value-orientations, lack of supportative behavior from family and peer groups, lack of understanding of the role that the school can play in economic and social mobility, and then the more common-place stereotypical reasons: they are lazy, shiftless, they don't care to get ahead and they lack (inherent) ability. Many cases can be pointed out to support the above contentions.

The writer has often sought explanations for lack of motivation in the culture and social structure of the group under consideration. At the same time he has often been puzzled by the disproportionate drop-out rate of this population in comparison with its desire for an education. Talk to the "man-in-the-street," at the tavern, in his home, at meetings, and in the field, about the importance of an education. Listen to his aspirations, for himself and for his children. He invariably will speak regretfully of his lack of education and how it has kept him from getting a decent, steady and "easy" (inside work) job or how it has hindered any opportunity for advancement. He will also tell you his plans for his children (which you know, statistically, will never come true).

If the very great majority of the Spanish-speaking enroll their youngsters in the elementary schools; if these children in great proportion continue through the eighth grade; and then if the tremendous drop-out occurs at the end of junior high school or the beginning of senior high school -- is the lack of motivation to be sought as having its genesis within the group or outside of the group? (The writer submits the opinion that this lack of motivation originates in the school and community where the child, in the process of gaining an education, internalizes attitudes of inferiority, futility and frustration.) If he looks about him and wonders about his occupational, educational and status opportunities; about the section of town and the house in which he lives; about his role models; his socio-economic status and the opportunities open to him, he is likely not to be inspired to great effort. If, too, neither his family, peer groups, school nor community come forth with continuing efforts of encouragement and support, dropping out of school and getting a job is probably the best answer to his situation.

If there is much motivation in the early elementary grades (as suggested by high enrollments), what happens to it in the eighth, ninth and tenth grades? This is a question that is open to research rather than assertions and opinions.

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Tract Analysis

Table 5 considers six SMSA's in terms of high- and low-density (Spanish-speaking) tracts. //explain methodology// In comparison of the median school years completed in these tracts, all but one low-density tract has a higher median than the high-density tracts. The range of the differences between the tracts is from one grade (Albuquerque suberb) to seven grades (Phoenix and El Paso fringe); most tracts in the Southwest differ more than three grades. The data for the Spanish-speaking by tract reveal about the same pattern, i. e., almost every low-density tract has a higher median than the high-density tracts. In only six instances does the median school years completed of the Spanish equal that of the total population. Since tracts are supposed to be fairly homogeneous areas, it is a little surprising to find such large differences between the two populations in median school years completed, as occurs in some tracts.

If one takes the number of children in the tract who are enrolled in elementary school as a percentage of the number of children who are between the ages of six and thirteen, no general pattern of differences between high- and low-density tracts is revealed.[7]

The number of children enrolled in high school, as a percentage of those between fourteen and seventeen years of age, shows very important differences between tracts.[8] The data are suggestive of a very heavy drop-out in high-density tracts after the age of thirteen. Although a general attrition could be expected from elementary school to high school, note that in Phoenix (fringe) the attrition in the high-density tract is 87% and only 20% in the low-density tract. In more than one-third of the comparisons, there is more than 40% attrition in the transition from elementary to high school.

The differences (between high- and low-density tracts) in the percentages enrolled in high school vary as much as 98% (Albuquerque, central city). The general pattern is for a substantially higher enrollment in high school in the low-density tracts. //explain Table 5//

Table 5. Educational status of Spanish-surname and total population by selected tracts in six S M S A's in the Southwest. *

Phoenix Tracts:	Central City		Fringe		Suburb	
	High	Low	High	Low	High	Low
Per cent Spanish	76	14	59	11	66	22
Md. School years Total	5	10	5	12	7	9
Md. School years Spanish	4	8	5	9	5	-
% Elementary School (6-13)	101	110	107	102	107	113
% High School (14-17)	45	82	20	82	53	70
Los Angeles Tracts:						
Per cent Spanish	88	22	80	20	54	9
Md. School years Total	7	12	6	11	10	12
Md. School years Spanish	7	11	4	9	9	10
% Elementary School (6-13)	107	100	95	100	101	100
% High School (14-17)	76	107	85	95	92	110
Pueblo Tracts:						
Per cent Spanish	63	20	50	19	50	8
Md. School years Total	8	10	8	11	9	13
Md. School years Spanish	8	8	8	10	7	-
% Elementary School (6-13)	105	103	95	94	94	94
% High School (14-17)	69	97	96	111	70	89
Albuquerque Tracts:						
Per cent Spanish	79	11	78	27	65	35
Md. School Years Total	8	13	7	13	9	10
Md. School Years Spanish	7	-	7	10	8	8
% Elementary School (6-13)	105	115	106	88	111	108
% High School (14-17)	109	207	52	131	151	112
El Paso Tracts:						
Per cent Spanish	86	22	95	14	85	32
Md. School Years Total	7	13	6	13	9	12
Md. School years Spanish	6	10	5	11	4	12
% Elementary School (6-13)	104	99	116	104	113	95
% High School (14-17)	63	83	62	105	92	108
San Antonio Tracts:						
Per cent Spanish	95	32	71	7	83	33
Md. School years Total	4	12	10	5	5	8
Md. School years Spanish	4	6	8	4	4	4
% Elementary School (6-13)	102	87	100	106	87	105
% High School (14-17)	52	68	44	78	47	78

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* Adapted from Samora, Julian, The Spanish Speaking People in the U. S.

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